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# FIRST ANNUAL REPORT

OF THE

# Inspector of Auxiliary Classes OF ONTARIO

1st (1915)

To  
5th (1919)

PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO



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TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education for Ontario:*

SIR,—I have the honour to submit herewith the First Annual Report upon Auxiliary Classes in the Province of Ontario.

I have the honour to be,

Sir,

Your obedient servant,

HELEN MACMURCHY,

*Inspector of Auxiliary Classes of Ontario.*

TORONTO, January, 1916.



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FIRST ANNUAL REPORT  
OF THE  
INSPECTOR OF AUXILIARY CLASSES  
1915

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The Ontario Auxiliary Classes Act was passed in April, 1914. The Handbook of Auxiliary Classes (Educational Pamphlet No. 7) was, by direction of the Minister of Education, prepared in the same year. The Inspector of Auxiliary Classes was appointed under the Act in December, 1914.

Under the above-mentioned Act the following classes may be recognized:—

1. ADVANCEMENT CLASSES for children who are far above the average both physically and mentally.

2. PROMOTION CLASSES for children who are backward on account of some remediable cause, but are not mentally-defective.

3. ENGLISH CLASSES for children or adults of recently-immigrated non-English speaking families who need special instruction in English for a short time.

4. DISCIPLINARY CLASSES and PARENTAL SCHOOLS for those children whose conduct, home conditions, or environment render instruction in such classes necessary.

5. OPEN AIR SCHOOLS and CLASSES, for delicate, anæmic or under-nourished children, held in forests, parks or fields, or in class-rooms one side of which at least is open to the sun and outer air.

6. HOSPITAL CLASSES for patients in children's hospitals or wards or homes for incurable children.

7. SANATORIUM CLASSES for tuberculous children or children in sanatoria.

8. AMBULANCE CLASSES for disabled children.

9. SPEECH CLASSES for children who suffer much from stammering, stuttering and other marked speech defects.

10. MYOPIA CLASSES for children whose sight prevents them from making satisfactory progress even when they are provided with proper glasses and placed in the front seat, or whose sight would be further impaired by using the ordinary text-books and other means of instruction.

11. LIP-READING CLASSES for children whose hearing is so poor that even when placed in a front seat they cannot hear enough to make satisfactory progress, or who may require to learn lip-reading on account of the danger that they may become absolutely deaf.

12. INSTITUTION CLASSES, that is, Public or Separate School classes for inmates of Children's Homes, Children's Shelters, and Orphanages. There are many children in such Institutions who would otherwise be eligible for admission to one or other of the above-mentioned Auxiliary Classes.

13. SPECIAL CLASSES for children suffering from Epilepsy.

14. TRAINING CLASSES for children who are mentally defective but who can be educated or trained and whose mental age is not less than the legal school age.

## 1. ADVANCEMENT CLASSES.

Precocity is sometimes an ominous sign, owing to the fact that it may be caused by parental forcing and over-pressure, and that it is occasionally, though fortunately rarely, a premonitory indication of juvenile insanity. But precocity is one thing and genuine superiority is another. There are children in our schools who possess mental and physical endowments far above the average and these children should be the object of unostentatious but enthusiastic care on the part of the teachers who are fortunate enough to have them under their charge. It is a great reward to the teacher to have this one gifted child for whom to provide intellectual light and stimulus, always remembering the absolute necessity of providing for the growth and strength of the body too.

No Advancement Classes have yet been organized in Ontario, but we have gifted children and it is hoped that their claims under the Act may not be overlooked. Persons of eminent gifts are needed in the community. A democracy needs leaders, and we have but few. Are the gifts of those who should be natural leaders mislaid, or overlaid, or strangled? Has the child's mind become dull and lost the keen edge of its interest? Are good habits of thought being formed? (How many people do subtraction thoroughly well and quickly?) Like the unused muscle, the unused mind gets little blood supply and the period of greatest growth is irrecoverably lost.

Children do not all move at the same rate of progress and the highly gifted should use their gifts.

## 2. PROMOTION CLASSES.

What are the causes of backwardness? Truancy, irregular attendance at school, the lack of good home training, bad habits, especially laziness, indifferent health, disablement, imperfect sight and hearing or obstructed breathing, poverty, bad environment.

Mr. Macleod Yearsley, in an examination of 1,246 children, found 14 per cent. were mouth-breathers, six-sevenths of whom suffered from adenoids or enlarged tonsils. Total percentage of adenoid cases 37.8, total percentage of cases of enlarged tonsils 32.5. Of all the adenoid cases 75 per cent. had enlarged tonsils also. Of all the cases with enlarged tonsils five-sixths had adenoids. More boys than girls are mouth-breathers. Mouth-breathers are three times as likely to be deaf as other children are, and are much more likely to have discharging ears than other children. Finally, the chances of mouth-breathers being dull and backward as compared with other children are as 7 to 4.

Constant ill-health, poor care at home, lack of sleep, overwork, enlarged tonsils, adenoids, mouth-breathing and bad teeth, all these are causes of backwardness which the Teacher, School Medical Inspector, School Nurse or School Dentist should take an active supervision of until they are removed.

There are other reasons for temporary backwardness, for example, rapid growth. Children sometimes grow three inches in one year! If that happens they should do little school work. They need a long holiday, and will make twice as good progress later on if they do little or nothing while they are growing rapidly.

It is of extreme importance not to let children get behind—they should never form the habit of failure. A sympathetic understanding between school and home is the greatest help in this. Perhaps the mother will come to see the teacher

—if not—would not the teacher go to see the mother? The School Nurse, the Visiting Teacher or the trained Social Worker can do untold good by securing the help of the home for the teacher and the help of the school for the mother.

Finally, there is a certain awakening of the soul and a like awakening of the mind that can come to pass only in the atmosphere which surrounds a fine, earnest, lovable, unselfish personality, whose ideals unconsciously become the ideals of the children who are privileged to breathe that atmosphere. Then the danger of backwardness from any preventable cause is not likely to occur.

It is not too much to say that if the time and character of the backward pupil could be redeemed, our schools would enter on a new era.

The only classes for retarded children reported in Ontario at present are in Toronto—four in number. Unfortunately, a number of mental defectives have been admitted to these classes and the backward pupils suffer accordingly. Mentally defective children must be admitted to classes specially organized for them. They should not remain in any other class.

There is a general impression that in spite of compulsory education laws some Ontario children never go to school. This receives confirmation amounting to proof when we examine the inmates of our penal institutions and record the percentage of illiterates.

In one such institution in Ontario it was found that over 25 per cent. of the inmates in residence on a certain day could not read or write and the majority of these were Canadian born! Evasion of the Compulsory School Attendance Law is a serious cause of backwardness in children and illiteracy in adults.

At the Interprovincial Educational Convention held at Halifax in August, 1914, it was stated that Canadian statistics show illiteracy in Canada ranging from 9.5 to 14 per cent.

#### *Ottawa.*

In his annual report presented January 29th, 1915, Dr. J. H. Putman, Inspector of Public Schools for the City of Ottawa, deals with this problem. He thinks we may fairly assume that a pupil may be one full year behind the average yet not necessarily retarded. But if in Grades 1-8 respectively we find pupils of the following ages, 8, 9, 10, 11, 12, 13, 14 and 15 years then there were in Ottawa at the middle of the school year Feb. 1st, 1914, 1,022 retarded pupils distributed in grades 1-8 as follows: 172, 210, 193, 134, 134, 78, 74, 27.

At one of the Ottawa schools there are 140 pupils about 14 years of age, half of whom would otherwise have left school, are contented and enthusiastic partly because they are making marked progress but also because they are with children of their own age with whom they have common interests. They are making marked progress, partly because they are in small classes and receive much individual instruction, partly because the subject-matter of the lessons appeals to their interests and partly because they are receiving much more instruction in hand work than is given in the ordinary school.

Dr. Putman says: "How to lessen retardation and how to hold longer at school those pupils who are retarded are in my opinion the two big problems which face all who are responsible for the management and efficiency of city schools. The two problems are essentially different and should be kept separate. Often but not always the retarded pupil is irregular in attendance. Principals, teachers, and parents should be impressed with the importance of regular attendance for

such pupils. These pupils require much individual assistance. Each teacher ought to keep clearly in mind her pupils who are over age and give them every possible assistance both during regular hours of class instruction and from 3.30 to 4.00 o'clock during the time for special instruction. It would be a great advantage if we could have in every large school a special teacher for a small group, say 12 or 15, such pupils.

The holding of these over-age pupils at school in any considerable numbers after they reach 13 or 14 years of age and in the regular grade classes is impossible. A boy of 13 or 14 may be so far behind in reading, writing, arithmetic, and other school subjects that he is no further advanced than children of 8 or 9 years. But that does not make the 14-year-old adolescent at all like the child of 8 or 9, nor does it make possible his instruction in the same class with them except upon terms wholly unfair to the adolescent. An adolescent may not know the multiplication table and he may be wholly unable to write correctly a paragraph from the Second Reader, but that does not mean that his emotions, his viewpoint upon conduct, his interests in life outside of school or his general information is that of a Second Book pupil. Nor does retardation necessarily mean either stupidity or feeble-mindedness. Its causes are so complex and so varied that few general principles governing it can be laid down. Each case requires a special examination. Undoubtedly some of these pupils are feeble-minded. Many called stupid are only slow and will eventually show average intellectual power. Many start to school late in life and never overtake the school work. Many more attend irregularly.

But whatever the cause of retardation may be we cannot hope to hold such pupils in our grade classes after they reach 14 years of age. They feel ashamed and humiliated in being placed with younger children. The method of teaching, the rules of discipline, the subject-matter of the reading lessons, the very tone of the school room is planned to suit young children. The attitude of the younger pupils toward their over-age class-mates and in many cases the unconscious attitude of the teacher herself toward them makes the school room for such pupils a place of refined torture. To escape this the retarded pupil welcomes the approach of his 14th birthday and bids good-bye to the school. If a boy he takes the first "blind-alley" job which offers and drifts about to find himself at 18 or 20 years of age in the ranks of unskilled labour.

The question may be raised as to why it should be so difficult to teach children of 14 years in the same class with children of 9 or 10 years and so easy in a high school or college to teach grown men and women of 21 to 25 or even older with young people of 16, 17 or 18 years of age. The answer is simple. The human mind at 17 or 18 years is universal in its range of interests. While man at that age is immature, physically and mentally, his future progress is a growth rather than a development. A man of 18 years and one of 80 years may converse on equal terms upon almost any topic of human interest but a whole world of difference in viewpoint separates the child of 9 or 10 years from the adolescent of 14 years."

### 3. ENGLISH CLASSES.

A large immigrant population, as is well known, now live not only in the large cities and towns but in almost every city and town in Ontario, especially where any factory work is done.

There were five Auxiliary Classes of the type known as "Foreign Classes" in the Toronto Public Schools. All but two of these were discontinued at mid-summer, 1915, on account of the fact that immigration is at a standstill during the war.

In addition to these and some other classes in the Province where the same work is carried on, there are Night Classes which have been established for the special purpose of educating immigrants and of fitting them for citizenship.

### *Port Arthur.*

In Port Arthur, Mr. Norman L. Burnette has been employed in this work for about three years. His report for the year ending June 15th, 1915, presents the following information which is of value as illustrating the problems in connection with Foreign Classes. It is presented here for the convenience of other teachers, and educational authorities who have to deal with these problems.

### *Illiteracy.*

The Finns were the only people who attended school in large enough numbers to allow of a true percentage being struck off. It worked out at 1.5 per cent. illiterates in the whole Finnish enrolment.

Nearly all the other nationalities contributed their quota to the number of total illiterates.

Illiteracy is evidently very high in Italy but varies greatly in Austria-Hungary according to the Province. I found illiteracy among Germans but none amongst Scandinavians. One Russian and one Croatian were illiterate in their mother tongue but had taught themselves to write quite legible English.

Number of illiterates, 33.

### *Education.*

With the exception of the Jews and Scandinavians the standard of general knowledge is shockingly low. It is evident that while many European countries have a good school system in theory, at least eight-tenths of the pupils who come to me have not completed one-half of the Public School course in the Home Land.

It is probable that in most cases the compulsory Education Act has come into force at so recent a date as to exclude the bulk of those who come to these shores. In the case of the Finns I think economic pressure necessitates the withdrawal of children from the schools at a very early age.

The following is the result of a Test Paper given to a picked class of thirty pupils.

One non-Italian (Russian) knew that Rome was the capital of Italy, half the class had never heard of Napoleon. None of the class knew of the Battle of Waterloo. The Finns only had heard of Magna Charta. New York was given as the capital of England. One girl and one man knew which was the world's largest city. None of the class could place six out of ten of the important cities of Canada in a correct Province. Very few of the capital cities of Europe were known by more than one-half of the class. Only the Finns, Norwegians, Jews, one Russian, one German, one Hungarian and one Greek could answer a single question in Physical Geography or the laws governing the Universe.

Result of a test in simple Arithmetic with a class of thirty, consisting of nineteen Finns, seven Italians, two Greeks and two Russians.

Could add, subtract, multiply and divide .....	9
Could add, subtract, multiply, but not divide .....	12
Could add, subtract, but not multiply or divide .....	21
Could add only .....	3
Could not do any of these .....	6

This class was an exceptionally intelligent one, furthermore, no account was taken of those who got the answers to simple sums wrong. I gave these the credit of being familiar with the rules. On a second test nineteen of those who could add and subtract did not know how to subtract if "borrowing" was necessary."

### *Industrial Training.*

"On the opening of the Industrial Classes in the fall of 1914, I passed the following pupils. One into Building Construction, two into Domestic Science, one to Dressmaking and one into Stenography."

### *Vocational Training.*

Three times during the year a composition was set upon the theme "What would you like to be?" Some of the answers are worthy of note.

A Ruthenian labourer wishes to be a teacher, presumably to his own people.

A Russian baker wishes to become an employment agency clerk, so that he can help his own people.

A Finnish domestic servant wishes to learn painting and drawing. Another one wishes to be a cook.

A Russian labourer would like to be a cook.

A Norwegian stable hand wants to become a clerk.

A Finnish waitress wants to learn stenography.

A Finnish mechanic wishes to take Matriculation subjects with a view to going into the Ministry."

### *The School and the War.*

I am glad to report that a better understanding has been brought about chiefly through personal talks with the men, visits to their homes and attendance by invitation at meetings.

### *The School and the Library.*

A large number of the pupils have been brought in contact with the Public Library. Supervision is being exercised over their reading.

The high standard of efficiency which the pupils of this School have attained in their command of both spoken and written English has only been reached by concentrating on the thorough teaching of English.

It has been my aim to ground the pupils so thoroughly in English that they would be fit to take other subjects from other teachers. The question now arises in view of the low educational standard, is this policy wise, or even in case of Industrial Classes, is it possible?

Should their time with me be considerably lengthened by the inclusion of other elementary subjects or should I still try to turn the pupils into Trades Classes in the same length of time as before by reducing the amount of English given?

The results of the Arithmetic tests are particularly depressing, and I do not think that any proficiency in the four simple rules could be attained in less than four months."

The following tables appear in Mr. Burnette's report:

TABLE 1—NUMBERS.

Enrolments.	Month.	Average Attendance.
62	June, 1914	62
93	July, 1914	60
98	August, 1914	66
102	September, 1914	64
133	October, 1914	69
92	November, 1914	92
94	December, 1914	82
94	January, 1915	79
105	February, 1915	80
127	March, 1915	85
140	April, 1915	82
130	May, 1915	72
130	June, 1915	72

Total number of pupils, 273.

TABLE 2—NATIONALITIES.

Finns	168	Galician	5
Greeks	16	Polos	4
Italians	11	Croatian	4
Norwegians	10	Bukovinian	2
Hebrew	8	Hungarian	2
Swedish	6	Bohemian	2
Austrians	5	Bosnian	2
Ruthenians	5	Roumanian	2
Russians	5	Icelandic	1
Germans	5	Lithuanian	1
Dalmatian	5	Chinese	1

Total number of nationalities, 22.

TABLE 3—SEX.

The totals given in Table 2 include the following number of women students:

Finns	80	Galician	2
Hebrew	3	Polos	1
Norwegian	3	Ruthenian	1
Swedish	2	Italian	1
Totals—Women		93	
" Men		180	

TABLE 4—OCCUPATIONS.

In the order in which they predominate.

- Men ..... a Unskilled labour.
- ..... b Skilled artisans (building trades and mechanics).
- ..... c Skilled labour (tailors and shoemakers).
- ..... d Master-men (small storekeepers).
- ..... e Unclassified (hotel and restaurant help).

Women ..... a Domestic servants.  
 b Semi-skilled labour (hotels and restaurants).  
 c Skilled labour (hotel cooks and dressmakers).  
 d Unskilled labour (scrub "ladies," hospitals, etc.).  
 e Unmarried women living at home.  
 f Married women.  
 g Unclassified.

TABLE 5—CHURCHES.

In the order in which they predominate.

a Profess no church adherence. e Uniat.  
 b Lutheran. f Scandinavian Baptist.  
 c Greek Catholic. g Jewish Orthodox.  
 d Russian Orthodox. h Unclassified.  
 d2 Roman Catholic.

TABLE 6—PERIOD OF TUITION TAKEN BY PUPILS.

Attended for	1 month	Men.	Women.
" " 2 months		30	7
" " 3 "		24	10
" " 4 "		40	8
" " 5 "		39	9
" " 6 "		22	9
" " 7 "		18	35
" " 8 "		1	11
" " 9 "		2	7
" " 10 "		1	1
" " 11 "		1	4
" " 12 "		1	2
		180	93

The question of the organization and scope of Foreign Classes is in urgent need of immediate consideration, especially at this time when the temporary cessation of immigration, on account of the war, affords us such a great opportunity.

#### 4. DISCIPLINARY CLASSES.

The advantage of the disciplinary class is too evident to require argument. The organization and management of such a class affords an unrivalled field for any teacher who has energy, ability, insight into character, and the touch-stone which brings out the good in those whose education is entrusted to him or her.

We have no Disciplinary Classes as yet except those in the Industrial Schools.

#### *Industrial Schools.*

In our Industrial Schools the number of mental defectives is very great, amounting to from 25 per cent. to 35 per cent. of the total enrolment or possibly even more. In the Senior Class at Victoria Industrial School there were at the time of inspection at least 17 boys who were so defective that they could hardly be taught along with the rest, even under the most favourable circumstances. The proportion of mental defectives in the Junior Classes is larger than in the Senior Classes. The total attendance is over 300, and over 100 of these are mentally defective. The Superintendent, Mr. Ferrier, says in his Annual Report,

"We have unfortunately too many feeble-minded boys in our schools, due to the fact that there is but a limited accommodation elsewhere provided for their care. Assuredly an institution for the correction and discipline of delinquent youth is not a proper place for their housing. Their presence is not only unfair to themselves but also to those boys whom the school is designed to help. Their presence also renders the work of the instructors and teachers more difficult as we have not the equipment necessary for their training.

"The Industrial School law provides for a maximum period of detention of three years for all boys. They must be sent to their own homes or to homes provided for them. This applies to feeble-minded boys as well as to normal."

These facts reveal a state of affairs which demands attention and action. The danger to the community is great, the loss and expense are great, as long as we go on neglecting the feeble-minded girl and boy. In a Training School and Industrial Farm Colony these boys would be safe, happy, useful, and respectable, and would soon cost less than they now cost in this Industrial School. The case of the girls in some respects is even more urgent, as everyone must admit. At the Alexandra Industrial School even in the Senior Class in which there are three different grades, about nine of the girls will probably be quite unable to care for themselves properly, and in the Junior Class there is hardly one that can be said to have normal mental powers. The sight of this class would make a deep impression on the mind of any thoughtful citizen. The girls are now clean, well-cared for, and respectable looking, but it is evident that this is the result of the kindly care and supervision that surrounds them here, and when that is withdrawn, the results are tragic for them and for the country. The need of permanent care for at least thirty or perhaps forty of these girls cannot be too strongly emphasized.

In connection with the Summer Course for Teachers of Auxiliary Classes practice-teaching was done in this school twice a week by the students attending the course with very satisfactory results.

#### 5. OPEN AIR AND FOREST SCHOOLS.

There are two Forest Schools in Toronto, both of which opened for the season on May 25th, 1915, and closed about the end of September.

The greatest needs of these schools at present are permanent sites and permanently appointed teachers, who must be specially trained for this important work.

#### 6. HOSPITAL CLASSES.

##### *Toronto.*

Classes are taught by teachers appointed by the Board of Education, in the Home for Incurable Children, and the Hospital for Sick Children, Toronto. These Classes are a great advantage to the patients.

#### 7. SANATORIUM CLASSES.

Regular Classes which are a great advantage to the children are carried on at the Hamilton Sanatorium, at the Queen Mary Sanatorium, Weston, and at the Preventorium, York County. These classes are maintained by the Boards of Education in Hamilton and Toronto respectively.

## 8. AMBULANCE CLASSES.

Few persons who have ever visited a Gaol or Penitentiary can have failed to recognize that there is among the inmates a very large percentage of disabled or physically defective persons. Why? The sight of disabled persons on the streets trying to make a living makes one think of problems relating to industrial and other accidents. The earlier in life these disablements occur the more serious they are to the individual and to the community. Here is a record of one case in 1915 in Ontario.

*A Disabled Boy.*

Mother, age 31, charwoman.

Father, age 32, labourer (unemployed).

George, age 1.

James, age 3½.

Alexander, age 8. Was going to school up to time of accident. Now in hospital with broken leg. Amputation of other leg was found necessary some time ago for an injury. While hobbling about on a crutch was run into and knocked down by an officer at Exhibition Grounds whose name it was impossible to obtain from mother of the boy. He is paying for child in hospital. Home surroundings are poor and not very clean, food supply very low.

How is Alexander going to get an education and be made a self-supporting citizen when he grows up? He will not get an education unless we bestir ourselves to get an Auxiliary Class for him and if he does not get an education he will not be self-supporting. That will be our loss as well as his.

There are many Ontario children with tuberculous knees, and tuberculous backs, quite disabled. So are the victims of recent epidemics of infantile paralysis in the Ottawa district, the Hamilton district, the Niagara district and elsewhere. A great many of these children cannot get to school without our aid. There must be from thirty to forty such children in Toronto alone. An Auxiliary Class for them, with a carriage or bus to take them there, would be a wonderful help. Every large and important city in Great Britain and the United States has such classes.

## 9. SPEECH CLASSES.

There are no classes in Ontario for children suffering from Speech Defects but there are a number of children to whom such classes would be a boon.

## 10. MYOPIA CLASSES.

It is necessary to examine the sight of school children. Some children need glasses, which often make a vast difference and change a child's whole life and future career for the better. Few of us have yet realized the fact that there are in many different places in Ontario, children whose bad sight is due to progressive Myopia, or to scars on the eye itself, or to early or traumatic cataract or to other conditions which glasses can do nothing to improve and which make these unfortunate children semi-blind. Three years ago there were 30 such children attending the Out-Door Eye Clinic of the Hospital for Sick Children, which does a Provincial work.

An Auxiliary Class for children who have very defective sight, in which they would be taught by methods that would not hurt the little sight they have, would be a great boon to them and a great help to their families and ultimately to the community.

These classes are needed in our schools and those children should be taught in the ordinary schools, if possible. All those interested in children who have no sight are referred to the Annual Report of the Ontario School for the Blind, at Brantford.

#### 11. LIP-READING CLASSES.

It would be scarcely possible to make too strong a plea for the deaf. The Province has provided a fine Residential School for the Deaf which is doing special work for those who need a residential school, but there are hundreds of deaf children in the Province who should be taught in the Public Schools and who remain backward, unintelligent and unhappy because we neglect the simple and comparatively easy means of helping them and giving them the power of communication by teaching them lip-reading.

The School at Belleville is the natural centre for training teachers of the Deaf and one of the students at the Summer Course for teachers of Auxiliary Classes went there almost as soon as she had received her certificate in order to receive the necessary training in lip-reading. This is a type of Auxiliary Class that would be a great help to the community and add to its resources.

One Evening Class for deaf adults is conducted in the Toronto Public Schools.

All those further interested in the subject are referred to the Annual Report of the School for the Deaf at Belleville.

#### 12. INSTITUTION CLASSES.

In all Orphanages, Children's Shelters and Industrial Schools so far as they have been inspected, schools are established. As was to be expected, the time-table and plan of instruction vary greatly, and also the method of appointment and payment of the teachers. In most of the cities the Board of Education appoints and pays the teachers for these classes. In other places the children attend the nearest school. In the Orphanages established and maintained by the Roman Catholic Church, the Sisters are in charge of the Schools and Classes for the children.

Special attention is drawn to the fact that a comparatively large number of physically and mentally defective children are found in almost every orphanage in Ontario. Thus in one of these Orphanages on June 1st, 1915, there were 18 boys who were mentally defective out of a total of 81, or 22 per cent. They were a serious hindrance to the work of the School and of the Orphanage.

The Practice-teaching of the Summer School for Auxiliary Class Teachers was afterwards done in this school under the charge of Miss Jane Lush, a Canadian teacher who has been for some years in charge of an Ungraded Class in New York City. The 18 boys were taught basketry, weaving, and brush-making and were also encouraged to do language work, writing and number work in connection with the things they were doing with their hands. The improvement, even in six weeks, was remarkable. Boys who had been a great source of trouble and annoyance to every one and had made no progress in school were able to make baskets and were so interested in their work that although the school closed at 12.00 noon, they came back immediately after they

had finished dinner and could hardly be persuaded to go away at 5.00 o'clock in the afternoon. Some of the most troublesome boys made the most progress. The large number and enthusiastic co-operation of the students attending the Summer Course permitted of individual instruction in many cases, and one of the students devoted himself to teaching some of the boys carpentry. See also report of "Summer Course."

### 13. SPECIAL CLASSES.

A number of children in our schools suffer from Epilepsy. One of our School Medical Inspectors states that parents have repeatedly begged for special classes for children who are so afflicted. This is a request that ought to be granted. All those interested are further referred to the Annual Report of the Hospital for Epileptics at Woodstock.

### 14. TRAINING CLASSES.

A good deal of interest has been expressed in this subject in almost every county, city, and town in Ontario as well as in the rural districts. In Toronto two classes were established in September, 1910, but these were discontinued about two years ago.

#### *Hamilton.*

Another Class was established at the Cannon Street School in Hamilton, on October 13th, 1910, and is still carried on with a considerable measure of success. There are at present fifteen pupils enrolled, two girls and thirteen boys.

#### *Toronto.*

A deputation from the Toronto Board of Education waited upon the City Council in 1914 as to providing for the education of mentally defective children and the Council then suggested that the sum of \$200,000 estimated as necessary for this purpose, should be placed in the Board's estimates for 1915. This was accordingly done, and the above sum was included in the estimates of 1915 under the head of items deferred from last year, but was afterwards struck out of the estimates on March 31st, 1915.

The subject of Training Class Work was brought before the Annual Meeting of the Toronto Teachers' Association by the Chief Medical Inspector, Dr. MacKay, and two papers were presented by students who had been in attendance at the Summer Course. These papers were afterwards printed in the Public Health Journal and will be found in an appendix to the present Report.

#### *Present Investigations.*

The Chief Medical Inspector, Dr. MacKay, has instructed all the physicians on the staff to report as to the number of mentally defective children in the schools under their care. This investigation is not yet finished, but there is no doubt that at least from one to two per cent. of the children attending the Public Schools (advanced classes excepted) are probably more or less mentally defective.

*Ottawa.*

The best example of Training Class work in Ontario is in the Cambridge Street School, Ottawa, where two teachers, both of whom hold, in addition to the required Teachers' Certificates, Ontario Certificates as teachers of Auxiliary Classes, have charge of about 30 children, who are divided into two classes.

*Subjects Taught.*

The children are taught weaving, and the use of carpenter's and other tools, as well as reading, writing and simple language and number work. Some of the children are able to do fairly good work. The girls do sewing and knitting.

It is difficult where only one room is available to teach 30 children of this type, even with two excellent teachers and in a large and comfortable room. As soon as possible another room should be assigned and a better classification can then be adopted.\*

Personal hygiene and neatness of person and clothing is a matter of great importance in Training Class work. One of the first things that the children should learn is to keep themselves and their clothes clean and neat. A great deal of this work for mentally defective children will have to be done by the aid and instruction of the school nurse and the teachers. Every facility for such work should be provided and it should be made an important part of the class work. Practical lessons in these things are really more beneficial and useful to these children through life and more likely to improve their prospects than any other lessons that can be taught to them.

*Room.*

The room is large and well adapted for the purpose, having a separate and convenient entrance from the street and a separate cloak room with one small lavatory and basin attached. The size of the room is 35 x 37 feet. The room is well lighted and has good blackboards. There are 15 electric lights for use when necessary. Some pictures and flowers add to the attractiveness of the room. Moulthrop desks are used.

The class has the use of a piano (from the Kindergarten Room) in the afternoons.

The other furniture and equipment consists of two desks for the teachers, 10 chairs and a large table, a loom, 7 or 8 benches and a Kindergarten table.

*Pupils.*

The age of the pupils varies from 8 to 14 years. A few really belong to a disciplinary class and should not be in this class. The other pupils are mentally defective and the intelligence of some is quite low. The children are interested in their work and have evidently improved a good deal. Both the Principal and the Inspector state that this class has relieved a great many other classes throughout the city and has enabled the teachers of these other classes to do their work much better than formerly.

It should be added that several of the children of this class were very clean and neat, and had evidently come from good homes.

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\*This has since been done.

The spirit and interest shown in this class was excellent and the work is in good hands. Both of the teachers have had some training in the institutions at Waverley, Mass., and Vineland, N.J., and also in the Public Schools of two American cities. Their management of the children is good.

*Signs of Interest.*

Although classes for mentally defective children have not yet been organized anywhere else in Ontario, there is a general desire to do this as soon as possible. This is shown by interviews, by correspondence received by the Department, and by requests for addresses on the subject and enquiries as to the best means of establishing such classes and regulating the admission of pupils. Official regulations relating to all these matters are now being prepared.

*Belleville.*

No classes available. The need for them is felt.

A visit was paid to Belleville on February 4th to give an address on "Medical Inspection of Schools." The Board of Trustees, members of the medical profession, members of the City Council and a number of the members of the Women's Institute in Belleville and others attended the meeting which had been arranged by the Women's Institute.

The subject of Auxiliary Classes was referred to in the address.

*Berlin.*

In Berlin the Board is favourably disposed towards the establishing of Auxiliary Classes, and they consider that there are probably a number of children who require such classes.

*Brantford.*

A class for mentally defective children is about to be established in Brantford.

*Chatham.*

In Chatham the authorities are of the opinion that there are in the city schools from 20 to 30 pupils who should be in Auxiliary Classes.

*Fort William.*

A number of communications on this subject have been received from Fort William.

*Galt.*

The educational authorities at Galt are aware of the problem and are considering the matter.

*Guelph.*

Correspondence from Guelph shows that the need of such classes is realized.

*Kingston.*

In Kingston the leading members of the Board of Education are impressed with the importance of Auxiliary Class work as there are probably enough children requiring such instruction to fill two Auxiliary Classes.

*London.*

A good deal of interest has been expressed in this subject here.

*Meaford.*

No classes are yet provided. It is stated that there is "a crying need" for them.

*Niagara Falls.*

Correspondence shows that there is a need of such classes.

*Peterboro.*

The School Authorities here are aware of the need.

*Port Arthur.*

The need of Auxiliary Classes is felt here.

*St. Catharines.*

Numerous letters have been received showing that this matter requires attention.

*St. Thomas.*

An address on Medical Inspection of Schools was given by request on January 28th at the Annual Meeting of the County School Trustees' Association. The meeting was large and the audience appeared to be interested. The subject of Auxiliary Classes was referred to in the address.

In St. Thomas at least 30 mentally defective children are reported and the Inspector and Board of Education feel that something should be done. Half-day Industrial Classes are proposed and in a new School now being built, provision will be made for one or more Auxiliary Class rooms.

*Sarnia.*

The Educational Authorities and the general public are interested in this matter.

*Sault Ste. Marie.*

Letters received show that the question of Auxiliary Class work will probably soon be considered.

*Stratford.*

In Stratford the matter of Auxiliary Class work was taken up in 1911 and a class-room was set aside for mentally subnormal children. A teacher was also

engaged, but unfortunately circumstances prevented going on with the work at that time.

*Windsor.*

Correspondence and personal interviews show that this problem is being considered.

*Woodstock.*

The Educational Authorities and others are impressed with the importance of Auxiliary Class work.

SUMMER COURSE FOR TEACHERS OF AUXILIARY CLASSES.

The success of this First Summer Course for teachers of Auxiliary Classes in Ontario was very gratifying to Professor Sandiford and the Inspector of Auxiliary Classes, who were responsible for the Lectures, Seminars, Practice-Teaching, and general conduct of the Course.

The number of applicants was about 25, and 20 actually registered and began the course. For various reasons several students did not present themselves at the examination and two other teachers who had been engaged in work in the ungraded classes of the City of New York, but who had not attended the course, were admitted to the examination. The qualifications of the students attending were remarkably good and the work was not only pleasant and interesting, but inspiring to the Principal and staff.

It is interesting to note that on the very day of the opening of this first regular course of instruction for the teachers of Auxiliary Classes in Canada, July 5th, 1915, a similar course for teachers under the auspices of the Central Association for the Care of the Mentally Defective, opened at Birmingham, England. This was the first course in Great Britain.

The Practice-teaching was a very important part of the course and succeeded beyond our expectations. There were special practice classes on two days a week at the Alexandra Industrial School, where a good deal of individual teaching was done and many practical problems discussed with the aid of the Superintendent, Miss Brooking. On the other three days of the week the Practice-Classes were held at the Allan School where 18 mentally-defective boys had caused a great deal of trouble and were a serious detriment to the work of the school and the interests of the other children.

The Chairman of the Board of Education, Mr. W. W. Hodgson, kindly gave permission for the use of the school rooms which are the property of the Board of Education. The Board of Management, Superintendent and Officers of the Home gave the most cordial co-operation and assistance and the result may be judged by the brief biographies and school reports given below. The Biography was given before July 5th, and the School Report indicates something of the work and progress of each boy from July 5th to August 5th.

These biographies were supplied respectively by the Superintendent of the Home and by the teacher who had charge of the Model Auxiliary Class for the

four or five weeks in which it was in session. The Superintendent's statement was a very great help both to the teacher and the student. The Teacher's account speaks for itself and shows what a difference it makes when we give mentally-defective children a chance to do what they can do and not what they cannot do.

#### SUPERINTENDENT'S REPORT.

A. W.—Born July 27, 1902. Getting worse. In Home one year. More trouble. Large, strong, childish—eldest of three brothers. Needs constant supervision. Makes beds if watched. Some days his mind seems blank. Mother in prison. Father, alcoholic. Deserted. Home conditions bad as can be.

#### SUPERINTENDENT'S REPORT.

B. W.—Born July 22, 1905. Improving of late—brighter and more willing to try. Can scrub a little. Second of three brothers. These three brothers had to be placed in a dormitory by themselves on account of their troublesome conduct.

#### SUPERINTENDENT'S REPORT.

J. W.—Born May 5, 1909. Peculiar. Very defective. Needs watching continually. Has a habit of taking all his clothes off. Never where he should be. Often found behind a door downstairs instead of in bed. Fond of being praised. Youngest of three brothers.

#### TRAINING-CLASS REPORT.

A. W.—It was wonderful the work that this boy did and how well he did it. He made two nice brushes, put the rush on the window box, painted and helped with the house, wove some mats, made a basket plate, a waste basket, covered a flower pot, set up one basket and finished another. He was very kind to his brothers. He was always ready to share up with them. Very thoughtful for the teacher. A very trainable boy. He was looked up to by all the boys, as he was regarded as the best worker in the class.

#### TRAINING-CLASS REPORT.

B. W.—Has a tendency to talk in a whining tone. When he is reminded he smiles and speaks in a natural tone. He could use the plane better than any other boy in the class. He would make a good handworker under supervision. He worked well co-operatively. He could do planing better than W. W. or his brother W., who were both older. He bored the holes very nicely. He was a good worker and very amenable to training. A striking feature of the W. boys was their thoughtfulness for each other, and their willingness to share up with each other. They were not selfish or unkind to the other boys. W. was pleased to hear the other boys call A. the best worker.

#### TRAINING-CLASS REPORT.

J. W.—Improved more than any other boy in the class, or at least improvement showed itself more in him than the others. He was very restless at first. You never knew where he might be. He might be embracing you, looking up into your face with a sweet little smile, or he might be in the basement, or anywhere that he could roam. It seemed impossible to keep him anywhere or at anything two minutes. He improved, and learned not to leave the room without asking. He had a pasteboard box, with holes to admit air, which he carried round with him. In this were leaves and several varieties of caterpillars. He had been given a lesson on them and some talks, and it was wonderful what he remembered. He was not destructive, and learned to cut out pictures well. He grew to be a great favorite.

## SUPERINTENDENT'S REPORT.

F. L.—Born July 22, 1908. Quiet. Sly. Seldom laughs. Naughty in dormitory. Tears paper, but so sly that he is the last boy to suspect. Mother insane. Respectable father, who pays regularly for boy. Is able to dress himself.

## SUPERINTENDENT'S REPORT.

M. G.—Born Oct. 16, 1908. In the Home since May, 1915. Spends time dropping slate. Sly. Untidy. Father deserted. Mother very respectable—apparently cook. Had a rooming house last year. Another small boy in Home in Earlscourt.

## SUPERINTENDENT'S REPORT.

S. E.—Born Feb. 23, 1907. Backward. Slow to move. Father deserted. Mother in Infant's Home with younger child.

## SUPERINTENDENT'S REPORT.

W. W.—Born Aug 4, 1904. Quiet. No trouble. Watch fire—silly—laughs—varies—must not be punished or he acts like an animal. Father in penitentiary ten years. W. W. has been in Home since he was four years old. Useful—good helper—useless at times.

## TRAINING-CLASS REPORT.

F. L.—This boy was very anxious to do well. He showed more initiative than any other boy in the class. He is very fond of designing. He likes to show his work. He could not write his name. He was first taught to print his initials. Was so very pleased with himself when he put his initials and his name on his work and did it very nicely. He was given a book by one of the teachers. He carried this about in much the same way as J. W. did his caterpillars. He was very handy and neat in his work with the scissors. A good worker.

## TRAINING-CLASS REPORT.

M. G.—Peculiar boy. Very quiet. He needs drawing out. Excellent under your eye. No trouble to discipline. Not dependable out of sight. He can march in line well if you are there. Sly. He is very quick, and unless you have your eye on him you might think it was some one else after all. He worked best co-operatively. He started a basket but did not complete it. Completed things only under supervision and gave preference to those that would be completed in a few minutes. Paper work. He helped make paper plates for party. Fond of cutting out paper models. He liked to make chains, string straw beads, etc. A very fair worker if supervised.

## TRAINING-CLASS REPORT.

S. E.—A very willing worker. He did his share in all the co-operative work, sand papering, planing and making raffia brushes. Very responsive. Fond of paper work. Has many good qualities. He would make a good handworker under supervision. Very fond of making brushes out of raffia. Finished several that the teachers began. He seemed to like to do everything. Very backward in some things and hesitates. Slow in responding where mentality is involved. For example, in physical culture he might be an onlooker apparently, but when you get him started he can do as well as the rest. A trainable boy.

## TRAINING-CLASS REPORT.

W. W.—Very useful. Fond of hand-work. Fond of the three R's only as they appealed to him through hand-work. Very, very slow, but accomplished a great deal when it was noted what he had done during the session. He does more if some one works with him; otherwise he is apt to drop his work. Very good at clay work. He made a nice brush. He did some good weaving and drawing.

Tried to spell and write and read, but it was a very hard task compared to working with his hands. He has a peculiar disposition. Any punishment would apparently harm rather than reform him. He needs very judicious handling, and with such could help make his own living. Without the right kind of supervision his chances in the world are very poor indeed. Easily fatigued. A mouth breather. Not robust.

#### SUPERINTENDENT'S REPORT.

H. H.—Born Sept. 20, 1908. Slow. Delicate. Getting stronger.

#### WHAT THEY CAN DO.

It is a revelation to see how the character of a troublesome mental defective changes when we ask him to work with his hands, which he *can* do, and stop asking him to work with his head, which he *cannot* do, because he has little or no head to work with.

Those interested are further referred to the Annual Report of the Hospital for the Feeble-Minded, Orillia, and to the Tenth Report on the Feeble-Minded, Ontario.

#### GENERAL CONSIDERATIONS.

Some general remarks may now be made on the subject of how to deal with mentally-defective children, and some account will be given of the progress made in other Provinces of Canada, other parts of the British Empire, and in other countries during the year in connection with this subject, as well as some account of the relation of Juvenile Courts and other agencies to this important problem.

At the outset, it may be said that it is mistaken kindness to attempt to deceive parents as to mental defect in a child. Every consideration and kindness should be shown them but they should not be deceived. When it is too late to act they will find out the real state of affairs and then they will naturally blame those who have kept them in ignorance, thus neglecting the best interests of the mental defective and his family. The following letter shows how parents feel about this:

"I often wonder how it was that my husband and I never heard or read of cases like our son nor came in touch with any one who could (or would) tell us what was the matter with him—he was 'just a little odd' and would outgrow it likely—or was too fond of his books and 'read too much' or 'was lazy,' etc. We only had country doctors to consult of course, and when the Superintendent of the Hospital told me he was what they called feeble-minded I was surprised and the term did not seem to me to suit his case. I knew he was deficient in arithmetic and that ruined his school career and if his teacher had been sympathetic and had known or even if we ourselves had known a little our boy might have gone right along gaining the knowledge he was able to master instead of being discouraged and pushed aside because he failed in arithmetic.

#### TRAINING-CLASS REPORT.

H. H.—Good worker. Worked co-operatively on the toy house, window box, party plates, paper boats, etc. He did all kinds of work such as planing, weaving, making mats and baskets. He made a raffia brush. He is backward, but trainable. Under supervision would do well.

"Industrial training is what my son needs, but oh dear! there is no such thing for him yet. The only job they had for him was piling the firewood and that he did without supervision but when it was done there was nothing else to do. It does not concern them that he is not learning to be self-supporting.

"Last summer I heard of 7 or 8 cases of mental deficiency all subject to more or less ridicule and ill treatment—one often severely beaten and locked up by his father—two used as household drudges, two just wandering about the roads, two well cared for but learning nothing, two young men in good families a constant anxiety to their friends and one (a girl) kept like the family skeleton—out of sight—and yet another (a poor boy) making his living under difficulties because he cannot count his wages, or know when he is overcharged."

#### JUVENILE COURTS.

There are now three or four cities in Canada and thirty cities in the United States where Juvenile Courts have been established and from these Courts children are frequently sent to Industrial Schools. In Ohio Professor Rudolph Printner of the Ohio State University reports that in the Columbus Juvenile Court out of 100 brought before the Court, ages 7-20 years, 46 are feeble-minded. At the Ohio Girls' Industrial School another investigator reports 58 out of 100.

Newark Juvenile Court reports 60 out of 100 to be mental defectives.

It is to be regretted that some workers, once incredulous about mental defect, or unaware of it, now that a new light has broken upon their minds, swing the pendulum of their judgment too far in the opposite direction and think that mental defect explains everything. Of course this is absurd and no such attitude of mind is characteristic of those who have had scientific training, or who have learned, by long experience and mature reflection, the real state of affairs. It must not be forgotten, for example, that when we examine 100 persons convicted of crime we are examining only those who have been caught. What about those who, perhaps more guilty, have escaped? Again we are examining those who have been on the downward path some time, not those on whom the judicial authorities have imposed a light penalty, or pardoned in consideration of extenuating circumstances. These points are well brought out by Dr. Augusta F. Bronner, assistant director of the Psychopathic Institute attached to the Juvenile Court in Chicago, in an article in the *Journal of Criminal Law and Criminology*. If 25 per cent. of the inmates of reformatory institutions are found to be mentally defective that does not mean that 25 per cent. of all offenders are mentally defective, nor that one-fourth of all crimes committed are to be explained on the basis of mental incapacity.

Dr. Bronner used in addition to the Binet tests an ordinary school examination. She found that 88.9 per cent. of these children were undoubtedly normal: 90.6 per cent. of the boys and 87.2 per cent. of the girls. Seven per cent. of the boys and 11.2 per cent. of the girls were definitely feeble-minded and there were eleven, or 2.4 per cent. who were dubious.

Goring's estimate of 10 per cent. to 20 per cent. mental defectives among offenders probably applies to the Juvenile Court cases as well as those before other courts.

#### RESEARCH.

The Research Laboratory of the Buckle Foundation has this year published an important Study by Professor Terman and J. Harold Williams, Fellow of

the Foundation, of 150 boys in the Whittier State School, the Industrial School of California. A brief summary of some of the results is here given.

The classification of the boys according to mental level, as measured by the revised Binet scale, gave the following results:

1. Definitely feeble-minded, 28 per cent., approximately.
2. Borderline group, 25 per cent., approximately.
3. The "dull normal" group, 22 per cent., approximately.
4. Average or superior intelligence, 25 per cent., approximately.

#### OFFENCES AND REASONS FOR COMMITMENT.

The Records show that in nearly all cases, the boy has been adjudged delinquent because of his participation in some crime or misdemeanor. The nature of these offences is of great importance to the State. While many are guilty of less serious acts, yet some have approached crimes of as serious consequences as those of confirmed criminals. The causes of commitment to Whittier, as shown by the records of 150 boys, are as follows:

Stealing . . . . .	49
Burglary . . . . .	35
Truancy . . . . .	12
Incorrigibility . . . . .	9
Sexual offences . . . . .	9
Dependency . . . . .	7
Larceny . . . . .	7
Highway robbery . . . . .	5
Forgery . . . . .	5
Arson . . . . .	2
Assault . . . . .	2
Vagrancy . . . . .	2
Murder . . . . .	1

#### RACIAL AND NATIONALITY REPRESENTATION.

Analysis of the group shows the following racial groups:

White . . . . .	96 boys, or 64 per cent.
Mexican . . . . .	31 boys, or 21 per cent.
Negro . . . . .	22 boys, or 15 per cent.

Statistics show that persons of the two latter groups often contribute to the amount of crime and delinquency in this country. That the racial factor is important is made more evident by comparison of the percentages of the above with the following, which are from the U. S. census reports for general population in California, 1910:

White . . . . .	92.6 per cent.
Mexican . . . . .	6.5 per cent.
Negro . . . . .	0.9 per cent.

## RELATION OF DELINQUENCY AND CRIMINALITY TO MENTAL DEFICIENCY.

"One of the most important facts brought to light by the use of intelligence tests is the frequent association of delinquency with mental deficiency. Although it had long been recognized that the proportion of feeble-mindedness among both juvenile and adult offenders was large, the real amount had hardly been suspected even by the most competent students of criminology.

"Indeed, far more attention had been given to the *physical* than to the mental correlates of crime.

"The statistics secured in this way showed convincingly that certain physical defects and anomalies are always more abundant among criminals than among the general population.

"This percentage of feeble-mindedness, which may be taken as a minimum figure, becomes very significant when we remember that the proportion of feeble-mindedness among the general population is probably not much above one per cent. In other words, mental deficiency is about 25 or 30 times as common among the delinquent boys of California as the laws of chance would lead us to expect. This cannot be accidental. The conclusion is inevitable, that feeble-mindedness enormously favors delinquency.

"It needs to be emphasized that the tests are not to any extent tests of schooling. On the other hand, there was little relation between mental age and the number of years of schooling. H. had attended school only 4 years and tested practically at age. C. had attended school 12 years, but is a moron nevertheless. His mental age is 11 years. Although many of the boys have been truants and otherwise negligent in taking advantage of the educational opportunities offered them, the fundamental trouble is often not truancy but feeble-mindedness. There is not the slightest reason to hope that those testing at the moron or the borderline level could by any amount of school instruction raise their intelligence index by more than a few insignificant points. They do not have and cannot develop the moral responsibility which would justify their treatment as criminals. Institutional care for the feeble-minded, not punishment, is the only just or rational solution of the problem.

"But why do the feeble-minded tend so strongly to become delinquent? Why should moral behavior depend upon the degree of intelligence? Are not the morals and intelligence two separate and distinct 'faculties' of the mind? Is not the feeble-minded individual sometimes inoffensive and is not the notorious criminal sometimes highly intelligent?

"Not all delinquents are feeble-minded, but all feeble-minded are at least potential delinquents. If some feeble-minded individuals fail to develop their potential delinquency this is ordinarily because of special protection which is accorded them by virtue of their recognized lack of responsibility. That every feeble-minded woman is a potential prostitute would hardly be disputed by anyone.

"It is necessary to recognize that moral judgment is not a special faculty independent of all other traits. Moral judgment, like any other kind of judgment, is a function of intelligence. Without intelligence it is no more possible than political judgment, or business judgment, or any other kind of higher thought process. If any individual becomes morally responsible it is because he has been endowed with sufficient intelligence to appreciate the consequences, remote as well as immediate, of various kinds of behavior possible to him. This demands a power of constructive imagination and abstract thinking which the feeble-minded possess only in limited degree."

The results of this enquiry, briefly summarized above are worthy of careful consideration. Think of the loss in money alone that we are entailing upon the next generation of Canadians by our neglect of such a plain duty as the care of feeble-minded children.

#### THE COST OF CRIME.

The money cost of crime is enormous. One careful estimate places the annual cost for the single State of Massachusetts at \$6,500,000. (W. F. Spalding: The Cost of Crime. *The American Journal of Criminal Law and Criminology*, vol. I, 1910, pp. 86-102.)

"Not all of this, to be sure, can be traced to feeble-mindedness. Probably at most not more than one-fourth to one-half."

"The first necessary step, if we would deal more rationally with delinquents, is to set about the scientific study of offenders, both juvenile and adult."

"When law makers are wiser every case of feeble-mindedness will be kept under restraint throughout the reproductive period, and when this policy has been relentlessly followed for a few generations the menace of feeble-mindedness will be reduced to about one-fourth its present proportion.

"The same simple measure will lighten considerably the burden of crime, alcoholism, prostitution and pauperism."

The following recommendations are made to the authorities of the Whittier School:

That there be officially established in the School a department which shall be known as the Department of Research.

It should be the function of this department:

1. To determine the mental and physical status of each boy upon entering the school.

2. To inquire into his social status, and collect data concerning his educational training, opportunities, and other environmental factors;

3. To investigate the nature and causes of his delinquency, dependency, or other reason for commitment;

4. To collect data regarding his personal history, his family, and to inquire into any factors which might throw some light upon the hereditary and environmental influences;

5. To make mental and physical tests at regular intervals during his stay, and to advise with the Superintendent and other officials concerning his training;

6. To obtain information relating to his conduct and degree of success after he has been dismissed or paroled from the school.

7. To carry on detailed investigation as to the causes and consequences of juvenile delinquency, dependency, and other problems relating to the work of the State School.

#### DIAGNOSIS.

At a special clinic at Toronto General Hospital, Toronto, and in connection with Universities or University Hospitals in many other cities, children and adults, who, it is feared, may be mentally defective, are examined.

A special clinic was established in August, 1913, at Leland Stanford Junior University, Department of Pediatrics, for the older children under the Children's Agency of the Associated Charities, who are boarded in foster homes. Dental attention was needed in 55 per cent. of this group, while 53 per cent. had diseased

or hypertrophied tonsils. Eight were referred to the eye clinic, seven to the ear clinic and nine to the skin clinic. Fifteen were found to be tuberculous. Four children had positive Wassermann reactions.

One hundred and nineteen psychological examinations were made with the following results:

Normal children .....	66.5 per cent.
Retarded children .....	23.0 per cent.
Borderline children .....	7.0 per cent.
High-grade feeble-minded .....	3.0 per cent.
Imbeciles .....	0.8 per cent.

#### *Manitoba and Saskatchewan.*

There is a school for the deaf in Winnipeg and pupils who needed such instruction in Saskatchewan were also sent to this school up to the end of 1914, when the Government of Saskatchewan decided the time had come for the Province to assume the responsibility of giving instruction to the deaf pupils resident in Saskatchewan, and action was taken to this end. A Principal and teaching staff have already been appointed and have entered upon their duties. There are 35 pupils at present in attendance—19 girls and 16 boys.

The buildings occupied are the old Legislative Buildings formerly used by the Legislative Assembly of the North-west Territories.

#### *British Columbia.*

The Municipal Inspector of Vancouver, Mr. J. S. Gordon, states that in Vancouver there are two Auxiliary Classes for mental defectives, with twenty-two (22) pupils enrolled. The first department was formed in March, 1911, under Miss A. J. Dauphinee, with an enrolment of six pupils, which before the summer vacation had reached twelve, and necessitated opening the second department, under Miss Ruby Kerr, in October of the same year. "At present we have two Cretins, three Mongolians and two epileptics amongst the pupils. We do a great deal of manual work, weaving, basketry and manual training for the boys and sewing, laundry work and the rudiments of domestic science for the girls; while we aim to teach them reading, writing and enough practical arithmetic that they may be able to look after their interests in the money affairs of life. The children have their own playground, and are provided with playthings, and taught to play first alone and then together. I may say that remarkable progress has been made in these classes, considering the difficulties the teachers have to contend with."

#### *Nova Scotia.*

The Annual Report of the Superintendent of Education for Nova Scotia published in 1915 shows that 170 defectives have been recognized as requiring special care. "We are very successfully administering to both the blind and the deaf. But the defectives are perhaps of more importance."

*South Australia.*

The Report of the Medical Branch of the Education Department presented by Dr. Gertrude Halley, Medical Inspector to the Department and published in the Report of the Minister controlling Education, draws attention to the urgent need for some provision being made for the mentally-defective children in the schools. "The matter is constantly before us. What is to be done with these children? They are incapable of learning in the ordinary school. They are a hindrance to the class, as well as an added anxiety to the teacher. Their moral habits are often bad, and they become a menace to the other children; on the other hand, if excluded from school, their playground is the street; worse habits are contracted, and they ultimately end in the Children's Courts. I found 49 of these mentally-deficient children among the 4,940 examined, 20 being in the country, and 29 in the city. In one school there were nine of these defectives; I recommended the exclusion of five. These girls were too old to be among the little ones; their moral habits were undesirable."

*Victoria.*

"The special school for mental defectives, in Bell Street, Fitzroy, Melbourne, is doing significant work. There are over 70 pupils on the rolls, and arrangements have been completed for conveying pupils to the school from South Melbourne and Port Melbourne. Many of the pupils are already showing the benefits of the training given. The methods employed are a modification of those of Dr. Montessori, and include various forms of manual work."

*New Zealand.*

Legislation has already been put into effect in New Zealand as to those inmates of Industrial Schools or Schools for Mental Defectives who, for their own sake, or for the sake of the community, must be under permanent care.

In the total number on the books of the Industrial Schools of New Zealand are included twelve young women and one young man who are more than twenty-one years of age; and control of them is maintained under the law that provides for detention beyond that age of any young person who, in the opinion of a Magistrate is morally degenerate or otherwise in the public interest unfitted to be free from guidance. These cases will be reviewed every four years, and by like procedure detention may be indefinitely prolonged. The power of placing out applies as though the inmate were under twenty-one. At each hearing counsel is provided at Government expense for the person concerned.

By similar provisions in the Education Act young people of feeble mind may be detained under the guidance of special schools. In this way life-long control will be retained in case of necessity, and thus the public interests and those of young people who, without support, must surely fail signally in life are effectively safeguarded.

The number of children maintained at the public cost was 1,896. The parental contributions under orders of Court, agreements, etc., amounted to £8,092, being at the rate of £4 5s. 5d. per head of those maintained. This is an increase of 1s. 6d. per head over the rate for the preceding year. In the Special Residential School for Feeble-minded at Otekaike, New Zealand, the number in residence on December 31st, 1913, was 69, and 4 boarded out, total 73. Of this number ten were over twenty-one years of age.

*Conference in Great Britain.*

The Seventh General Biennial Conference of Teachers, Medical Officers, Managers and others interested in Special Schools (Auxiliary Classes) held by the National Special Schools Union was held in London, October 14th-16th, 1915, and was largely attended by representatives from all parts of the country.

The whole of October 15th and 16th was devoted to the Conference, the President, Mr. Cyril Jackson, Chairman of the London County Council, in the chair, and addresses were given by leading authorities.

The Lord Mayor of London formally opened the Conference.

On October 14th typical London County Council special schools were open for inspection, and numerous visitors had the opportunity of inspecting the results of manual training, which, in the case especially of the elder boys' and girls' schools, were wonderful considering the infirmities of the pupils who had produced the wood-work, metal-work, clothing, and other specimens.

Papers were read by Dr. Arthur Latham on "The prevention of Tuberculosis in Childhood;" by Mr. C. Elmslie, F.R.C.S., on "The Problem of the Physically Defective Child;" and by Mr. A. C. Coffin, B.A., (Director of Education, Bradford), on "Special School Work in Bradford." The Saturday session was under the presidency of Mr. F. R. Anderton, Chairman of the L. C. C. Special Schools Sub-committee, and papers were read by Major Leonard Darwin on "Feeble-Mindedness in its Racial Aspects," and by Mr. J. W. Bunn (Head Master of the Cloudesley L. C. C. school for elder mentally-defective boys) on "The Practical Side of Special School Work." Major Darwin urged the importance, on grounds of heredity, of the mentally deficient not being allowed to marry, and asked the aid of teachers in instructing the parents of their pupils as to the risks to the progeny attending such unions. The trend of scientific opinion, he said, was that innate and therefore transmissible, mental defects were irremovable by education or environment. In the discussion which followed Mr. Bunn's paper, questions were raised as to the respective duties of the doctor and of the teacher in the selection or certification of pupils for the special schools, etc. Co-operation of both is necessary in coming to a satisfactory conclusion.

Sir William P. Byrne, Chairman of the Board of Control, in a paper on "Teaching in Institutions for Defectives," said that the special school had a large variety of defective material to deal with. The instruction given must vary accordingly, and there was a wide concensus of expert opinion that the more practical it was the more evident and lasting was the benefit which it conferred. The Royal Commission on the Feeble-minded summed up the evidence before them thus: "The drift of opinion favours the extension of manual and industrial training." Indeed, the evidence in that direction was overwhelming. There could be no doubt that for defectives industrial training directed to known specific objects was more practically useful than abstract training in manual efficiency. He did not think the Chancellor of the Exchequer would grudge a reasonable expenditure necessary for the success of a scheme of tuition.

#### TRAINING OF TEACHERS.

The Education Committee of the London County Council, with the authorization of the Council, are considering the desirability of making provision for the training of teachers for mentally-defective children. In view of the need for such teachers, the Board of Education, it was stated, are prepared to approve

and pay grants for the establishment of a one-year course of such training for trained certificated teachers and graduates, and it was felt that the Council have special facilities for providing a course of this kind, the special schools of London being larger in number, and probably superior in quality to those of any other area of equal size. The Committee have arranged that persons who already hold certain educational qualifications should be accepted as resident students at the Council's training college at Furzedown (Wandsworth) for a special course of training for teaching in schools for mentally-defective children.

#### CONFERENCE IN THE UNITED STATES.

A General Conference of all the teachers of ungraded classes in New York was held on May 1st at the Brooklyn School for Teachers. This conference consisted of three parts.

1. The presentation and exhibition of work done in two ungraded classes for mental defectives and also of books, materials and apparatus used in these classes.

2. Demonstration Classes—The teaching of three ungraded classes from 9.50 to 12.30 in the Model School of Brooklyn Teachers' College ungraded class teachers. These classes were—1. Low Grade Girls, 2. High Grade Girls, 3. High Grade Boys.

3. Addresses on different subjects connected with the work, arranged as a Round Table Conference on the general subject of "The Relation of Ungraded Class Work to other Community activities."

This was a most important conference, the attendance was large, teachers being present from Boston and other cities as well as some hundreds from New York. The model lessons were well planned and taught and the exhibit was practical and interesting, consisting of drawing, writing, sewing, knitting, wood-work, brushes, basketry, etc.

The books and material were helpful and well arranged. The Round Table, which concluded the day, was a good discussion of some of the problems of ungraded class work.

Helpful conferences are held every month by all the teachers of the ungraded classes in New York. Such conferences should be a feature of such work in any large city.

#### Magazines.

Six publications now appear monthly or quarterly, one or more of which the Auxiliary Class Teacher must have, especially if the class is one for mental defectives. These are:

"The Training School Bulletin, monthly. The Training School, Vineland, N.J.

"The Psychological Clinic," monthly. The Psychological Clinic Press, Philadelphia,

"Ungraded," monthly. The Ungraded Press, 1701 Fulton Ave., New York, N.Y.

"The Special Schools Quarterly," quarterly. Morris & Yeaman, 44 Lloyd Street, Manchester, England.

"School Hygiene," quarterly. Adlard & Son, 23 Bartholomew Close E., London, Eng.

"Journal of Psycho-Asthenics," quarterly. American Association for the Study of the Feeble-Minded, Faribault, Minn.

#### RESEARCH ON DEPENDENT CHILDREN, NEW ORLEANS.

Educational Research in New Orleans has been rendered possible by the generous bequest of Mr. Isaac Delgado, and Dr. D. S. Hill, Director of Educational Research in the Department of Superintendence in the Public Schools, has

issued several studies, the most important of which is that on Delinquent and Destitute Boys as they appear before the Juvenile Court. The study is in three parts.

1. Existing institutions for such children and mothers.
2. A study of the children themselves.
3. A study of provision in other cities.

The time allowed was about one month, which was too short for any but a very brief survey.

The conclusions are abundantly justified by the evidence presented and do not differ from those already presented.

The following is a summary:

#### GENERAL AND SPECIAL MEASURES.

Better preventive and protective measures are of two kinds, general and special. The general agencies are whatever make for the welfare of all our children, whether the means be physical or psychical. Physical means include home life, proper nutrition, decent housing conditions, sanitation, good occupations, provisions for play, protection against alcoholism and drugs. Psychical means are the inculcation of good ideals and habits by school, church, theatre, literature and social life. After all, abnormalities in our social life have their main source in abuse or neglect of these general factors of individual and social well-being. One can read in the preceding social records of our investigator evidence of distressing conditions in children, following indecent housing conditions, dirt, intolerable occupations or modes of living, drudgery, poor nutrition and alcoholism, low or no ideals, impulses under the sway of suggestion, degraded sentiments and ignorance on the part of the children's parents or associates. Demand for better general agencies means demand for better civic life as a whole.

By special agencies we mean such preventative and reformatory measures as have been studied in this brief survey. Some delinquent boys need a new start in life by means of such institutions as the Lyman School or the Glen Mills School; others need protection and encouragement obtained in private families by a scientific placing-out system, as in Boston and St. Louis; others must be sent temporarily at least to good orphanages where they should be actively prepared for life; still others urgently need medical attention; a few need training and segregation in an institution for feeble-minded. Not one of these young boys needs prison bars and the stripes of a convict.

#### AN EXPERIMENTAL STUDY OF DESTITUTE AND DELINQUENT BOYS IN NEW ORLEANS.

The State of Louisiana sadly needs a Training School for Feeble-minded Children, an educational institution intended for the four-fold purpose, segregation, protection, training to useful occupation, and the study of these unfortunate children as a measure of preventative and humane treatment. Legislation should contain a provision for the expenditure of at least \$150,000 for such an institution to be conducted by the State on approved modern methods. In any event, it is recommended that the City of New Orleans give support to specific measures of this kind to be acted upon by our Legislature.

## RESEARCH ON MENTALLY-DEFECTIVE CHILDREN IN CHICAGO.

The Juvenile Protective Association of Chicago has during the year conducted an important research in which, with the aid of all existing agencies such as Public Schools, the Children's Court, the Visiting Nurses, the Charitable Institutions, the Lincoln School and Colony, etc., they got information of 4,455 mentally-defective and subnormal children, or after duplicates had been verified, say 4,000 in Chicago.

There is no doubt that this number falls far below the actual number.

The general record of this research forms a volume of some 72 pages and presents detailed evidence of the most convincing character.

The recommendations are as follows:

*1. The Subnormal Children in the Public Schools.*

Separate and special instruction for retarded children and for subnormal children. A follow-up system for the children after leaving the special rooms. Special training for teachers of subnormal children.

*2. Institutional Needs.*

An institution near Chicago.

A farm colony.

Provision for the custodial care of feeble-minded women.

*3. Provision for a Teachable Group of Defective Delinquents.*

*4. Legislative Needs.*

Commitment and discharge.

Protection of feeble-minded girls and women.

#### TRUANCY.

There are four leading causes of truancy. Every one of these is of immense importance to us if we are going to wake up at last and do something about the backward child. The backward child is the greatest unrealized asset of the school and of the Province. These children are normal and likely to be a great credit to themselves and their country if they get a good chance. That is part of the problem of truancy. The good chance means first a good home. The likelihood is 3 to 1 that the truant comes from a "broken" family—father dead, or mother dead, or mother working outside instead of in that *one place* where her work makes all the difference—the home. Second—a body in good condition—truants are far below par physically—their eyes, their ears, their throats, their muscles, their blood—all need attention. Third, the child must have ideals—school ideals—and there must not be a great gulf fixed between the school and the home. The other part of the problem of truancy is the problem of the mentally-defective child—as every truant officer knows these children are not normal and a good chance is not enough for them. They are perpetual children and must be treated accordingly. There are four things we must know about any child who is playing truant.

1. Has he a home?
2. Is he normal mentally?
3. Is he normal physically?
4. Has he any ideals?

An important piece of research work on truancy was undertaken by the Public Education Association of the City of New York through their Field Worker, Miss Elizabeth A. Irwin and was published by the Association in full, as a pamphlet of some sixty-six pages. Six other workers assisted Miss Irwin, whose work occupied part of 1913 and nearly all of 1914, the MSS. being then submitted for critical study and review by many persons before it was published.

It may be added that the Association considered working on the problem of truancy as its first duty. It has had a staff of Visiting Teachers studying the subject and accumulating records and information. It has secured legislation whereby the Bureau of Attendance, School Classes and Child Welfare has been established and set to work and in the present study has turned its attention to the boys and girls themselves, the "Human Material" out of which truants are made.

One hundred and fifty cases of truancy were taken just as they came, from the Attendance Officers' Lists, but those who were known to be absent on account of illness alone were not included and are not counted in the one hundred and fifty.

The most important result of this study has been to throw a flood of light on the question, looked at from the child's point of view, as to why he or she stays away from school. Once more we find the mentally-defective child playing a large part in our problem.

"Of all the truants, 43 per cent. were actually feeble-minded and 8 per cent. were borderline cases. One of the salient characteristics of the mental defective is never to do anything regularly and on time except through training and habit formation or from outside compulsion. A methodical and well-ordered life is essentially the product of a normal mind. Any feeling of accomplishment or daily success in the tasks assigned in the regular school grades is out of the question for a mental defective. And yet with one exception none of these mental defectives were in ungraded classes which are provided for the education of the feeble-minded. Therefore all of them were improperly placed in their school work. This one cause alone, though contributory causes often exist, would seem to account for the habit of truancy in 43 per cent. of all the cases studied. For it is unreasonable to expect any child to go willingly, month after month, year after year, to a class where he constantly meets failure and reproof, discouragement and derision. There is a common nightmare—almost everyone is familiar with it—in which one is facing an impossible task, a mountain that is too steep to climb, a stone that is too heavy to lift, a door that will not unlock. Teachers have said that it comes to them in the form of a class that they cannot control. Most of us know in our waking hours also as the most unpleasant situation in life, the task that is not only too hard but impossible. And yet it is just this situation that we are asking these poor children of limited intelligence to face each day and if they do not welcome it gladly we call them truants."

Then the Juvenile Court comes in. Of the 150 truants in this study 44 have Juvenile Court records and of these only 13 have normal mentality. Six of them for 2 offences, two for 3 offences, one for 4 offences, a total of 57 offences as follows:

Petty larceny .....	2
Assault .....	1
An ungovernable child .....	1
In danger of becoming morally depraved .....	1
Unlawful entry .....	1

Larceny . . . . .	3
Injury to property . . . . .	4
Child labour law . . . . .	3
Burglary . . . . .	4
Disorderly conduct . . . . .	5
Compulsory education law . . . . .	12
Special proceedings . . . . .	20
 Total . . . . .	 57

And there our criminals are made—fatal business for our schools to engage in.

#### SUMMARY.

"In the summary it is pointed out that the study centres round four questions and the following answers are given to them.

1. Is this child of normal mentality?

In 43 per cent. of the 150 cases, no.

In 49 per cent. of the 150 cases, yes.

In 8 per cent. of the 150 cases, it is doubtful.

2. Does this child come from a complete economic family? (that is, father earning, mother at home).

In 26 per cent. of the 150 cases, yes.

In 74 per cent. of the 150 cases, no.

3. Is this child below the average physically?

The 44 cases studied were probably not below the average school child of the neighbourhood, but far below the normal.

4. Has this child any outlook or ambition, immediate or future, that makes school seem logical, desirable, or necessary?

The only stimulus which the school offers, namely promotion and good marks, these children did not have. On the other hand, they did have non-promotion and poor marks to discourage them. The home and the neighbourhood influences of the West Side are both defective in supplying stimulus to ambition.

Apparently neither teachers nor parents have ever attempted to give these children any vision of the relation of their present education to their future wage-earning careers.

Truancy is like sickness in that every case cannot be cured by a dose from the same bottle. More than half the value of the treatment must consist in a careful and correct diagnosis of the cause in each case. In this comparatively small number of cases of truancy (150) so many different causes have been found that there must be on the entire list of truants throughout the city a still larger number of causes as yet undetected. Only an analytical method of treating these cases can bring about an intelligent and effective handling of them. The one recommendation that can strongly be made as a result of this study is that a thorough and competent psychological and physical examination be made of every case reported for truancy, and that those cases found to be mentally defective shall not be given punitive treatment as truants but removed from the jurisdiction of the compulsory attendance department entirely and educated in the schools or in institutions as feeble-minded children. This would decrease the number of cases to be handled and immensely increase the possi-

bilities of success in the handling of the normal cases by the attendance officers and truant schools."

#### ARE WE MAKING PROGRESS.

Are we making progress in regard to the care of the feeble-minded? If not, why not?

"Our estimates of the extent and the prevalence of feeble-mindedness have been greatly increased by the application of mental tests, the public school classes for defectives, the interpretation of the anti-social expressions of feeble-mindedness, and the intensive community studies. Goddard believes that at least two per cent. of school children in the first five grades are mentally defective. It is conservative to say that there are at least four feeble-minded persons to each thousand of the general population.

"Some of our methods of care have so propped-up the defective and relieved him of burdens that he has been enabled the more easily to live and to propagate his kind. In fact, with the very highest motives, modern philanthropic efforts often tend to foster and increase the growth of defect in the community. In the light of our present knowledge, feeble-mindedness is the result of permanent abnormal brain conditions, and is incurable. Once feeble-minded, always feeble-minded. The one effective way to diminish the number of the feeble-minded in future generations is to prevent the birth of those who would transmit feeble-mindedness to their descendants."—*Fernald*.

We are not doing this yet.

We are beginning to try to educate mentally-defective children in the Public Schools by means of Auxiliary Classes. What can such classes do? They relieve the teacher and children of the other classes of a great burden, they teach the feeble-minded a little, they protect them four or five hours a day for about two hundred days out of three hundred and sixty-five, and though they are expensive classes, the expense probably is worth while. But "during the stressful periods of adolescence and early manhood, or womanhood, these defective children are left almost entirely to their own resources and to the supervision only of their well-intentioned but ignorant parents or associates. The result of this neglect can be seen everywhere in our courts, prisons, and charitable institutions."

**THEREFORE WE MUST PROVIDE PERMANENT CARE FOR THE FEEBLE-MINDED. AN INDUSTRIAL FARM COLONY ON THE COTTAGE PLAN WHERE ALL MENTAL DEFECTIVES, PROPERLY CLASSIFIED, MAY HAVE A HAPPY HOME AND EARN THEIR OWN LIVING AS FAR AS POSSIBLE, IS THE ONLY SATISFACTORY, ECONOMICAL AND HUMANE SOLUTION OF THIS PROBLEM, AND THE ONLY WAY IN WHICH THE COMMUNITY AND THE NATION MAY BE PROTECTED FROM A GREAT AND GROWING DANGER.**

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## APPENDIX.

A general idea of the need for and the importance of this work may be gained from the following extracts from the Report of the Commissioner of Education for the United States.

## EDUCATION FOR SPECIAL CLASSES OF CHILDREN.

The 62 Public Schools for the blind report 665 teachers, 4,971 pupils, and an aggregate expenditure of \$2,563,173 for the year of 1914. Of the 151 schools for the deaf listed by the bureau, 68 are State schools, 65 public day schools, and 18 are private schools. There are 13,859 pupils taught by 1,689 teachers. The expenditure of the 68 State schools for the deaf in 1914 was \$3,777,162.

State schools for feeble-minded children numbered 38; these are confined to 28 States, New York, New Jersey, Massachusetts, and Pennsylvania each having three or more separate schools. There are also 25 private schools for feeble-minded children. State schools reported 381 instructors and 2,328 assistants, with 27,692 inmates, of whom 14,880 were actually under instruction. Expenditures for schools for the feeble-minded amounted to nearly \$6,000,000. Public day schools for subnormal children were reported from 54 cities. Thirty-six cities in 24 States made provision for exceptional children for the first time in 1913; and 162 cities in 34 States extended the provision already made. Special training for teachers of exceptional children is now provided in a score or more of institutions of college and university grade.

There are 112 institutions listed by the Bureau of Education as State "industrial" schools. These are schools for delinquents of both sexes, ranging from reform schools of the prison type to modern well-equipped industrial schools for the teaching of useful trades. There are 1,052 teachers, 3,085 assistants who are not teachers, and 54,798 inmates in these institutions, of whom four-fifths are boys. Of the 21,665 boys and girls committed to institutions during the year, 2,635 could neither read nor write; of the 22,068 discharged during the year, 1,962 could neither read nor write.

## AUXILIARY CLASSES IN THE PUBLIC SCHOOLS.

BY MISS BLACKWELL.

It is with some diffidence that I venture to appear before so august a body as the teachers of the Sr. II. grade. Teachers I am aware are critical listeners, so if I wander from my text, or forget to dot my i's or cross my t's, I ask your forbearance as I endeavour to tell you a little about our study of the backward child in connection with the summer course for teachers in Auxiliary Classes held in University School last vacation.

As a rule we deprecate summer schools. They bore and weary us. After the year's work our energy is exhausted, our vitality is low, our nerves are worn threadbare, and the only thing that holds attraction for us is the realization that now, unlike Tommy, we do not have to go to school, but can stay out in the fields and play all day long.

But this summer school was an exception. Those of the students who entered with the thought of dropping out after a while if they felt like it, speedily lost

all thought of doing so as they became interested in the work in hand. A great light shone round about them, old problems vanished, others were solved, while still others grew attractive in one's eagerness to obtain a solution.

In the long list of our school problems there is none more insistent or difficult than that of the backward child. We, as teachers know that he is an incubus to the class. A hidebound educational system leaves no time for cultivating, individually, such unproductive soil, so he sits in one class until length of limb makes it necessary to promote him to a room where the seats are higher, he stays there till he has added another cubit to his stature and is then passed on to the next grade and so on until he has reached the age of fourteen—the age of emancipation.

Retardation may be the result of causes which are easily traced, such as irregularity of attendance, too frequent change of schools, loss of interest, ill health, nervousness, shyness, natural slowness, "the mental power is good enough but the mental field is hard to work."

It is sometimes due to causes which are not so obvious, namely, physical conditions which may be wholly or partially removed, for example, defects of sight and hearing, adenoid growths in the nose and throat, word-blindness, letter-blindness, lack of proper sleep and nutrition, flat foot, curvature of the spine, etc.

When medical inspection became general in New York, a solution of the problem of backwardness was eagerly hoped for, teachers and school superintendents looked for the elimination of retardation when physical defects were corrected. This, however, was not the case. Certain children were still unable to make progress. They did not profit by the instruction given in ordinary classes, because of peculiarities in their mental make-up. Some of them were just on the borderline between the normal and the feeble-minded and as one writer remarks, the way in which the mental shortcomings of such are treated, may determine whether they join ultimately one class or the other. Or, to put it in another way, the backward child must be brought up to the mark, otherwise he will grow to maturity as an incompetent or as a potential criminal. The *hope of the backward child lies in the teacher*, but we know from experience how little she can do for him with forty-nine other pupils in the room demanding attention.

The saddest and most important cause of backwardness is mental defect because for the mental defective there is no cure. Our greatest scientists, our most skilful surgeons, our most learned physicians can do nothing to improve his case. There is something lacking in his brain substance which must always be lacking because no power can supply it.

Subnormal people are seldom found in savage tribes, for as the fowls in a barnyard will fall upon the maimed or delicate member and peck it to death, so the savages, instinctively recognizing that some condition exists which will prevent the affected one from taking his proper place in the tribe, put an end to his existence. The Greeks are said to owe their intellectual superiority largely to the fact that subnormal people were not allowed to exist. It was characteristic of the race, however, that they were not deliberately exterminated, instead, when discovered, they were placed upon mount Olympus and left in care of the Gods who were trusted to do whatever was necessary. In other countries also, they were comparatively rare in early times. Periods of storm and stress, frequent wars, feudalism, all tended to the extermination of the unfit. It has remained for the humanitarianism of the past and present centuries to foster them in

homes and shelters and through a dangerous lack of knowledge, to accord to them the freedom of action which should be extended only to responsible beings.

In using the term "mental defective," we do not refer to the idiot or the imbecile, but to those belonging to the higher grades of feeble-minded. The Royal College of Physicians defines a high-grade mental defective as one who is incapable of competing on equal terms with his normal fellows or of managing himself and his affairs with ordinary prudence. Our Ontario definition is somewhat similar: here he is one who is incapable at maturity of so adapting himself to his environment or to the requirements of the community as to maintain existence independent of external support. Dr. MacMurchy lays aside all these high-sounding phrases and defines him as one who can never make a home for himself.

We may think that because this class is only slightly defective that we need not be concerned about them. Binet the great French authority, in speaking of feeble-mindedness in general, says "The diagnosis of the high-grade feeble-minded is the most important and most difficult of all. It is the high-grade feeble-minded who constitute the majority, it is the high-grade feeble-minded that we must learn to recognize in the schools where they are confounded with normals, it is they who cause the greatest difficulty in the work of education."

Perhaps with hasty judgment we argue that there are not many such among our pupils. An acquaintance of mine remarked one day in talking along these lines, that she had had a number of very backward pupils in her classes from time to time but did not think she had ever had a mental defective. If the facts were known she probably had had several but did not recognize them. Two years ago I was housed with a picked-up Junior second-class, in a portable. There were children to right of me, to left of me, in front of me and behind me, for we are in a growing section and there is never enough room. Inspector Elliott came in one day and after talking a while and looking around, he suddenly remarked, "You have four mental defectives in your room." I said, "Look behind you and you'll find another," for I felt quite safe in including him if the others were defective. Mr. Elliott glanced over the group of children and instantly detected the one I had in mind. These children were not abnormal in any way. I didn't know they were defective. I knew they were exceedingly backward and that I couldn't get anything into their heads permanently. He, with a wider knowledge, was able to classify them by their appearance. Of course those of us who have come into contact with Mr. Elliott know that he has remarkably keen perception.

In 1910 one hundred and seventeen backward children were reported for examination by the teachers of a number of Toronto schools. Of these 52, almost half, were found to be mentally defective. Last January Chief Inspector Cowley presented a special report in which he stated that there are apparently between 250 and 300 mentally-defective pupils in our schools. These pupils are in our classes. If anyone passes a remark about the backwardness of such a one we simply say "Oh, he's a special case, can't learn anything," the listener nods in an indifferent way and the incident is closed. But the backward child grows up and becomes the backward man, backward in everything that makes for good citizenship, but forward, alas! in the qualities which tend to the lowering of social standards. "The problem of the schoolroom reappears as the problem of the taxpayer, the magistrate, the gaoler and the philanthropist, while one-third of our revenue is absorbed by penal and charitable institutions." What is the cause

of mental defect? Recent researches have shown that in about 75 per cent. of mental defectives, the cause is hereditary, descending from one or both of the parents or from their direct ancestors. The history of the Kallikak Family is a case in point.

During the Revolutionary War a young American officer of good family was quartered at a village inn. While there, he departed from the paths of rectitude and lived with a feeble-minded girl. The fruit of this wrong-doing was a son, apparently normal, but with recessive feeble-mindedness. His mother, though feeble-minded, had sense enough to give him his father's name, though he is known to us by the fictitious name of Martin Kallikak. He married a woman of mentality similar to his own and from them were descended a long line of drunkards, paupers and people of notoriously bad lives. After the war the young officer returned home and married a girl of family as good as his own. Their posterity was a succession of governors, statesmen, judges and brilliant professional men. The two families lived in the same state, both being unconscious of the relationship, though members of the one family were sometimes servants of the other. One of the surviving members of Martin Kallikak's family, Deborah Kallikak, is now an inmate of the institution at Vinelands, New Jersey, and it was through an effort on the part of the authorities there to discover her ancestors, that their history has been revealed.

Dr. Goddard of that institution says: "One great point of attack for the solution of crime is the problem of feeble-mindedness. There is no such thing as hereditary criminals, it is hereditary feeble-mindedness that accounts for the conditions. Criminals are not born, they are made, and probably 50 per cent. of all criminals are mentally defective. In a startlingly large percentage of cases, the drunkards, the prostitutes, the paupers, the ne'er-do-wells, the truants, are such, because being of low mentality they lack intelligence, judgment, and will power to resist the evil. Feeble-mindedness has not been discovered to be such a powerful factor in the social problems because it has not been understood. Even yet in the popular mind it is synonymous with idiocy or imbecility. Both our method of treatment and our attitude towards crime will be changed when we discover how much of the delinquency is due to irresponsibility."

Then since the defective child cannot be cured of his defect, and since it is dangerous to neglect him, what shall be done with him? An American authority has said, "Nature has put the mental defective in a class by himself, we had better take the hint." And this for a threefold reason; as long as these subnormal children remain in our ordinary classes, the progress of the great mass of normal children is impeded, and the highest results can never be reached with them. Also, large sums of money are being expended annually for their so-called education with little or no result. Further they must be permanently segregated to prevent their increase. It has been estimated that if this plan were put into operation now, that by the year 1950, society, in our country, would be free from this menace. As it is, each succeeding generation swells the number of shiftless and vicious incompetents. This fact, coupled with the present crisis, when the flower of our nation are giving their lives for the defence of their country, forces us to face the possibility of the deterioration of our Canadian manhood.

In those countries where they have taken the hint and have separated the subnormal child from his normal class-mates, the solution of the problem has been found. The mental defective cannot be taught very much, since the highest

mentality he ever reaches is that belonging to the age of about 11, but he can be trained by proper methods to do a great deal and under proper supervision, in an institution, may be made almost, if not wholly, self-supporting. Think of your backward pupils in the past. Is it not true that in the majority of cases they were interested and skilful in the manual training class. The dullest boy I ever tried to teach could produce the finest specimens of work in that line, tables, trays, houses and boxes beautifully cut and fitted together. I spoke to the school doctor and tried to get him admitted to Miss Carruthers' class but it was just a short time before the class was discontinued, and nothing was done. He left me at the age of 14, unable, I was ashamed to say, to read or to write a sentence. The feeling of shame has passed away, because now I know that no teacher could teach him to do those things. Nature had debarred him from ever acquiring that power.

In connection with our summer course we did practical work with a class of boys in one of our city institutions, some of whom were subnormal, and it was surprising to see, under the training of a qualified teacher, what splendid results were obtained by these boys in weaving, basketry, wood-work, brush-making, etc.

The girl Deborah Kallikak of whom I have just spoken was received into the Vineland Institution at the age of 8 years. After 14 years of residence there, after much teaching and training, they reported that she was a poor reader and could neither add nor subtract except when it was a question of concrete objects connected with her daily life. For example in setting a table she could place the right number of plates at the head of the table if she knew the people who were going to sit down to it, but if she were told to set the table for 6 or 8 people as the case might be, she would fail in making the correct count. But she had been trained to use the sewing machine, to cook and to do practically everything about the house. Also to make chairs, tables, boxes, and other articles, doing her own measuring, to embroider dresses and make them up, to carve wood and make baskets, to play the cornet and to read music at sight. Thus, under supervision, she was able to assist materially in her own support. She had no noticeable defect, yet Dr. Goddard says of her, "She is a typical example of the high-grade feeble-minded person, the kind of girl or woman that fills our reformatories. To-day if she were to leave the institution, she would at once become a prey to the designs of evil men or evil women, because she has no power of control."

But how shall we deal with the subnormal of Ontario and especially of our own Toronto? The Government has at last provided a way. Many of us remember the Special Classes Act of 1912, under which there were several class established in this city. This was found to be insufficient so was repealed and the Auxiliary Classes Act was passed in 1914. By this Act school boards are authorized to establish and conduct classes for children who, from any physical or mental cause, are unable to take proper advantage of the ordinary public or separate school courses. It is interesting to note just here, that New York has eight different types of Auxiliary classes:

Ungraded classes for mentally-defective children; Special classes for deaf children; for blind and semi-blind children; for physically-defective children; open-air classes for delicate children; classes for foreign children; classes for children who must soon go to work, and classes for over-age pupils.

Though we might conduct nearly all these types of classes to good advantage here in Toronto, there are several of which we are especially in need. The

necessity for classes for mentally-defective children has already been spoken of. We need them for physically-defective children also. In my class-room is a little girl of 10 whose legs are encased in irons from her feet to above her knees. With the assistance of a schoolmate, and by clinging to the balustrade she drags herself up to and down from the third flat. The probability is that she will never be any stronger than she is now. Last term I had a little boy with partially withered limbs who pulled himself up and down by hanging on with hands to the iron-work of the staircase. For several terms we had a little cripple whose brother brought her to school in a go-cart and then carried her from the vestibule to her room. These cases might be multiplied, probably, by the number of schools in the city and even then the number obtained would not represent the total number of existing cases, since there are so many who are unable to go to school at all. With technical education now in our midst we could train these children in special classes to be self-supporting instead of being a burden to others all their lives.

The deaf likewise demand our consideration, those afflicted fellow beings who are shut out from the realm of sound and hence of speech with all the consequent disadvantages. Yet many of the disadvantages are removed and life for them is transformed when they learn lip reading and are taught to speak. Those who witnessed the oral demonstration by pupils from the Belleville institution at the Exhibition this year, know something of the wonders which can be accomplished along this line.

Already in Toronto we have our Forest school for delicate children. We have as well, one or two open-air classes. There is an ungraded auxiliary class, also, in the school of which our esteemed president is principal. In the light of this latter fact may we not devoutly say of women principals, "May their tribe increase."

We have touched the edge of this wave of reform. The indications are that in the future, perhaps not far distant, we shall launch out into the deep. If we follow the gleam, we shall help, at least a little, to better the condition of the country which is so dear to the heart of every true Canadian.

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#### DEFECTIVE CHILDREN.

BY MRS. M. H. KERR.

The message I have for you to-day concerns a class of children hitherto misunderstood and on whom methods of education have been forced which were hopelessly wrong and without result. We gave them our sympathy but should have given them our most careful study.

#### THE UNUSUAL CHILD.

The complaint is often made that children do not reach the Jr. II class until they are 9 or 10 years old, and the question is asked—What have they been doing? or what have we been doing? Why should they remain in the 1st book grades for such a length of time?

The result of recent investigation by our chief Inspector shows there are between 250 and 300 of these children throughout our city.

The question comes back to us again, why?

We are compelled to answer:

1st—Too many in our classes to find out the individual need.

2nd—There are children who never should have been entered without careful study and consideration.

With these latter I am to deal this morning. There are two reasons why they shouldn't be there—

1st—They retard the progress of other children by taking up valuable and expensive time with no appreciable results to themselves.

2nd—They are not able to take advantage of the instruction given.

Who are these children?

That this class really exists has been recognized by the Ontario Government by an Act passed in April, 1914. This Act is fully given in Dr. MacMurchy's excellent work on Organization and Management of Auxiliary Classes, which you will be able to procure from your principal. The main provision of this Act is that a school board may establish classes for children who for any physical or mental reason are unable to take advantage of the ordinary Public School Course. These children all spend some time with us—are gradually pushed on until they become almost a fixture in an intermediate class—there hopelessly struggling against great odds, and the teachers and pupils badly handicapped by their presence.

As we probably have these children for a longer time than others, it is time we made a survey of the situation preparatory to forming these Auxiliary Classes when the time arrives.

These may be established under the Act for foreigners: Handicapped by language, manners, habits—better be taught by an expert who could more rapidly pass them on as they are often possessed of mature ability; Japanese, Chinese, Russian, Italian, semi-deaf, semi-blind, physically defective, crippled, some so much so that they have to be carried or have to climb long flights of stairs on their knees.

The ordinary class room is certainly not adequate in furniture, situation or toilet accommodation for this unfortunate class which is likely to be much larger, as those reach school age who in the last few years have been victims of that dread disease infantile paralysis. They are even reaching us now and are pitiful objects as they try to climb the stairs. Many crippled children never reach school at all as they are confined to chairs.

Delicate children—from long sicknesses, epileptics, nervous diseases, etc., anaemic and tuberculous children, needing the open air treatment all the year instead of only part as now.

But most important of all is the class, fortunately not a very large one at present, who will never attain mental age of say from 8 to 14 years. These constitute the most serious handicap and are the greatest problem for us to consider. The development and care of this class is not the greatest work for a teacher but in order to give her a chance to do her best work for the largest and most important class of children, the normal, these feeble-minded ones should be put in a class by themselves and supplied with activities suited to their circumscribed abilities giving them opportunities so far as lies in our power to be helpful members of their limited community—"Nature has put the feeble-minded in a class by himself and we had better take the hint." They may be made nearly self-supporting under wise supervision and may have a happy and useful life

at a much smaller expense to the State than they now are—say 10 years in school, at say \$37.50—court expenses, etc. That in money is only a fraction of the real cost to teachers and associates in his long sojourn in the various grades.

Think over your past experiences.

Who were your problems?

What has become of them?

What was the result of all your patient efforts on their behalf?

All they ever acquired at school has been of so little consequence that it has not helped them to become useful or even happy.

Mental defectives cannot be taught, can only be trained by repetition, but should be started young. Their motor control is poor. They can only imitate, they can't initiate. Their sense of relationship is poor as also their sense of reasoning and judgment. They do not readily connect up ideas.

They develop self-respect by learning to do something. We must remember that research has proven that no matter what education has been offered to them it has never been able to bring them to a normal standard. A mind cannot be developed where the brain is deficient, as well try to grow a foot or a hand on a child born without one.

You can well see that these children cannot be made happy members of a class where everyone else can do better than they can and they are always a drag.

Heretofore we have given them an assumed place by bolstering them up with our sympathy but they were of no real value to the life of the community in which they were placed. Next, if they are ever to attain a measure of efficiency it must be through the development of motor impulses, no adequate provision for which is now given in our schools. Therefore, the logical preparation for their education should include—1st, a teacher of their own—equipped sympathetically, scientifically and executively to meet their needs; 2nd, a room of their own equipped and furnished so efficiently that there would be no question regarding the standing of the pupils in it, either in the minds of the general teaching staff or those of the rest of the children in the school.

Admission to this Auxiliary Class should be deemed a privilege and treated as such by all concerned.

There is a serious problem confronting the people of Ontario to-day, and we as teachers must be prepared to do our part in the solution of it.

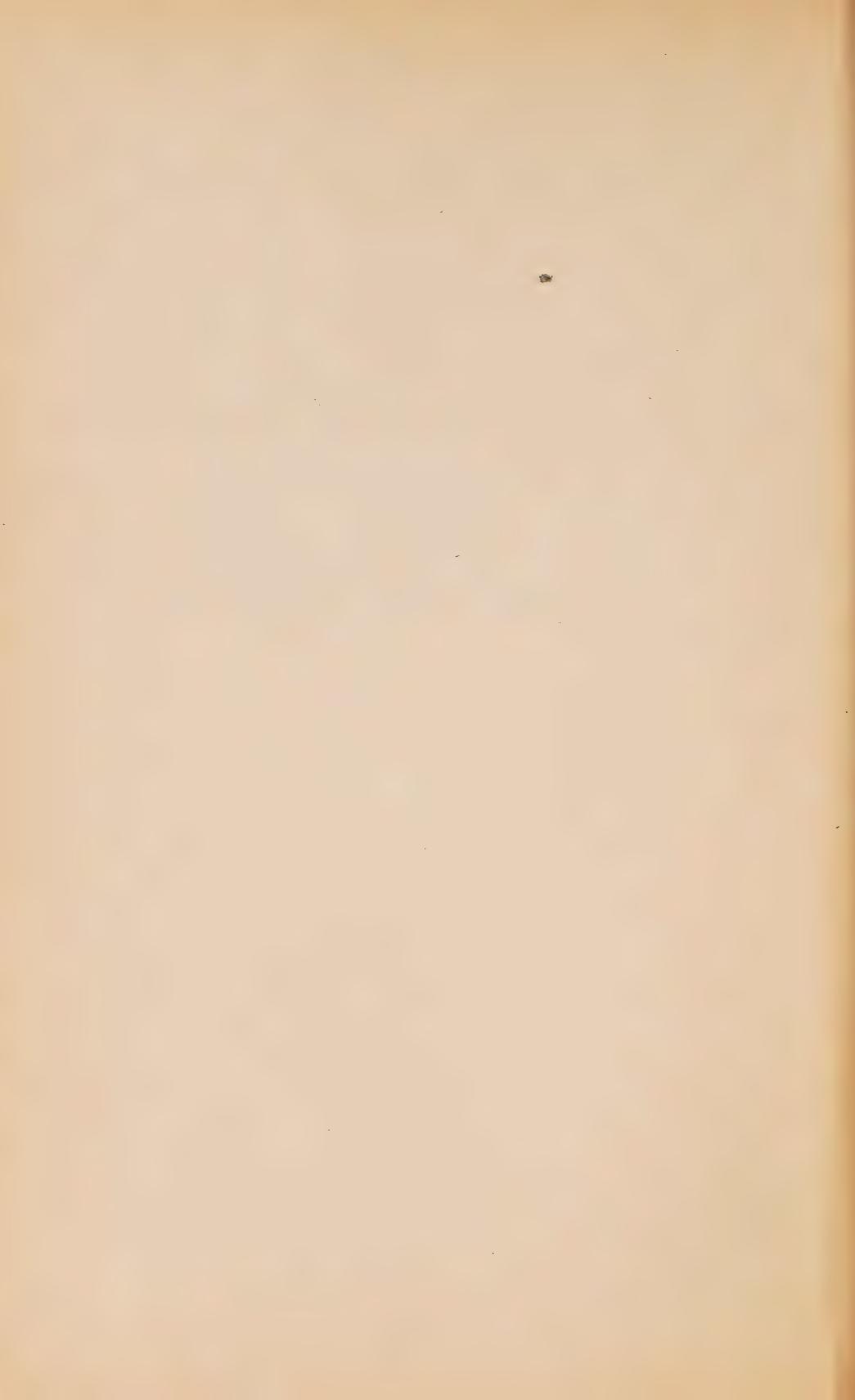
About two or three in every thousand are defective—this is a greater proportion than we had in the last generation for in this humane age we are more careful of the unfortunate and they grow to maturity, thus making the menace the greater. There is every probability that with this war devastating the flower of our manhood, and this class reproducing its own unfortunate kind, we shall hereafter have a very much higher percentage of feeble-mindedness, unless we who understand the situation instead of saying "Why doesn't somebody do something?" do something ourselves.

What should be done?

1st—The children of our classes should be better classified. We should study them and report to the authorities those whom we feel are not up to the mental age for the work. This can be definitely found out as there is a clinic held once a week at the General Hospital and cases may be referred there—where careful examination and tests are made by trained physicians and psychologists until such time as our Board of Education establishes a clinic of our own for the consideration of such cases.

Having satisfied ourselves that they are lacking we should provide them with manual occupations and stop trying to teach them to read—it can't be done. Thirteen boys were chosen from an institution as a class for experimental and practice work during the session of the Summer School in Auxiliary Class work of this year. The biographies of these were given and all were mentally defective—some worse than others. A Canadian teacher who was in charge of an Auxiliary Class in New York took these boys in hand, gave them manual work with the help of the students. They made backs for brushes at the benches, then made the brushes; prepared a large box and made it into a doll's house; learned to weave in frames with raffia; learned to make baskets of various shapes and sizes; learned to lace their boots; sewed cards; modelled in plasticine. These boys had been the problem in any class they had ever been in—maybe yours. They had been persistent truants, were destructive, unruly and unmanageable, and often fought with any with whom they came in contact.

This Summer Class was to be in session from 9 to 12 a.m., afternoons for play; but when the teacher returned at one o'clock to prepare work, the boys were always there begging to be taken in to work and had to be compelled to leave at four o'clock. There were great regrets when the school closed at the end of the term. The practice teachers who came in contact with them from day to day were amazed when they learned their history—their conduct in the workroom bore so little resemblance to their former reputation.—*The Public Health Journal.*







# SECOND ANNUAL REPORT

OF THE

# Inspector of Auxiliary Classes OF ONTARIO

1916

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PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO

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TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education for Ontario:*

SIR,—I have the honour to submit herewith the Second Annual Report upon Auxiliary Classes in the Province of Ontario.

I have the honour to be,

Sir,

Your obedient servant,

HELEN MACMURCHY,

*Inspector of Auxiliary Classes of Ontario.*

TORONTO, January 31st, 1917.



SECOND ANNUAL REPORT  
OF THE  
INSPECTOR OF AUXILIARY CLASSES  
1916

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Although there are as yet in Ontario only a few teachers actually engaged in Auxiliary Class Work, the good done by these pioneers in a great field is enough to compensate them for the difficulties they have surmounted and the disadvantages under which they work. The teacher of a class for Mentally Defective Children writes: "The results have been such a reward to me. When I see the dull unhappy faces light up with happiness, and the eagerness with which the children try to do any tasks possible, I feel that a great opportunity is being neglected if we do not teach them."

Wherever it has had a fair trial, Auxiliary Class work is justified by its results.

THE FOUNDATION OF AUXILIARY CLASS WORK

This is the main thesis of a valuable work on the modern theory of Public Education in English-speaking countries which was published during the year by Professor R. A. F. McDonald, through Teachers College, Columbia University, New York, under the title of "Adjustment of School Organization to Various Population Groups."

The author reminds us that a democratic society should provide a system of education affording equal opportunity for the children of all its citizens, that education is an individual privilege to which every child is entitled and that the education of all is a necessity for the maintenance of liberal institutions.

He goes on to ask whether education is really at the disposal of every child. "It is obvious that a school may exist near a blind person and still afford him no opportunity for education. A family of dependent children may be near a school, but unable to pay the incidentals involved in school attendance, and yet the welfare of the state is threatened by their ignorance. A feeble-minded child may be most regular in his attendance at school without receiving the least educational benefit. A child may be unruly or delinquent, and thus derive only a partial benefit from his attendance at school. That is to say, there are many groups of children who are not effectively reached, or not reached at all, by a conventional system of education originally devised for the talented few and later modified for the normal many."

"At one extreme there will be the exceptionally gifted; at the other, the various types of subnormality such as have come within the school's recognition; (1) the physically defective—the deaf, the blind, the disabled, the anæmic and the tuberculous; (2) the feeble-minded; (3) the morally (and socially) deficient—the juvenile delinquent, the unruly and the truant; (4) the borderline or intermediate types—the retarded, the epileptic, and the speech defective; (5) the environmentally exceptional—dependent and neglected children and non-English-speaking immigrants."

The value of this book to the teacher, the school trustee and all interested in modern educational work lies in the careful study of the problem of each of these classes and the statement of what has been gained for the children by considering their welfare and interests in relation to the life of the individual and of the community. Thus in regard to day classes for deaf and semi-deaf children:

"The great value of the public day classes is in the fact that the children are enabled to remain members of the family. They mingle on the playgrounds and in the street with hearing children and other persons of the community. By the time they have passed through the elementary school they are able to go about, speak, and understand much as do other children of similar age. In some instances they continue their studies successfully in the high school. They are able to take their places as members of the community, to engage comfortably and efficiently in many occupations pursued by hearing people, and, in general, they have ceased to be members of a class apart."

Much the same sensible and advanced ideas are presented in regard to classes for disabled children:

"A recent feature in both residential and non-residential schools is the greater emphasis placed upon occupational or industrial training, since it is being recognized more and more that nothing should be neglected which can make these children at least partially self-supporting.

"Among the trades adapted to persons with limited strength there have been selected the making of reed articles, engraving, the jeweler's trade, mechanical drawing, wood carving, cobbling, typewriting, printing, cooking, sewing, embroidery and dressmaking. Gardening and other outdoor work are found to be especially suitable and beneficial for those needing continued life in the open."

"Except for those cases requiring constant medical supervision, the logical provision for disabled children, as to their primary education at least, seems to be in public day schools so modified as to be adapted to their special needs. Even with the additional expense of transportation and medical care, such a plan is less costly for the community than a hospital or residential school in the country. The child lives at home and so his relation to his parents remains natural. Above all it allows him to go to the same school with his more fortunate brother, thus increasing his self-confidence, contributing greatly to his happiness, and putting him on the high road to a normal and healthy view of life."

### Do It Now

In Ontario we should take immediate action to enable children, who are, or are likely to become partially or wholly blind or deaf or who are seriously disabled physically, to enjoy the benefits of our public education system, which otherwise are quite out of their reach. This is a proper and economical expenditure of public money. Without such Auxiliary Classes these poor children are doomed to suffer from another overwhelming handicap in addition to their blindness or deafness or disability, namely, illiteracy and lack of education. They will, therefore, be unable to support themselves, and the State and benevolent persons will have to support them. How much more economical and thrifty, as well as kinder, more civilized and more Christian, to put them in a position to help themselves!

Cities containing over 100,000 population should lead the way this year.

## SANATORIUM CLASSES AND OPEN AIR SCHOOLS

School work is carried on during the whole year in the Children's Preventorium near Toronto, in Special Classes at the Weston Sanatorium, at the Mountain Sanatorium in Hamilton, and at the Byron Sanatorium near London. Some of these are proper Open-air Schools and all these classes do good work in carrying on the education of the children while they are placed under the most favourable circumstances to secure their improvement in health and vigour. Some of them have no vacation and others only a short vacation.

From May till October two Open-air schools are carried on in connection with the Toronto Public Schools, one at Victoria Park and the other at High Park. The attendance at each of these schools often reaches 100 or more. The work is characterized by variety and interest and the meals provided are excellent.

## OPEN AIR CLASS ROOMS

Two Open Air Class rooms, one of which is heated by the ordinary type of radiators and the other not heated, have been established at Orde St. School, Toronto, where the two classes referred to are comfortable and appear to be making good progress.

## AUXILIARY CLASSES IN ORPHANAGES AND HOMES

In all the Orphanages and Children's Homes in Ontario classes are regularly taught, sometimes by teachers appointed and paid by the Board of Education in the City or Town, and sometimes by a member of the Staff of the Home. It is recommended that special attention be devoted to vocational, technical and industrial training in these classes. In some cases the Course of Study should be revised.

## HOSPITAL CLASSES

The class in the Hospital for Sick Children, Toronto, was established in 1892, and during last year, 397 children who were in-patients received instruction, an average of 48 per day. The instruction is largely individual and many of the children make good progress.

In the Home for Incurable Children, Toronto, the time for instruction is now in the morning instead of the afternoon, as formerly. The children are much interested in their school work.

## INDUSTRIAL SCHOOLS

The number of pupils in these schools is large, and increasing, and there is reason to think that here, as in Great Britain, while the number of men who have offended against the law is much smaller than before the war, the number of boys who are before the Juvenile Courts is greater. Why?

From an Educational point of view, the large number of mentally-defective girls and boys in our Industrial Schools makes the proper training and education of the other inmates very difficult, sometimes almost impossible.

"In the reclamation of the Juvenile Offender lies a work the national importance of which is beyond measure, the effect of which will outlast even that of the war.

He who helps a child helps humanity with an immediateness which no other help given to human creatures in any other stage of human life can possibly give again."

### HELP THEM

Could we not do a great deal more for these boys and girls? The first thing to do is to remove all the mentally-defective children to a Training School of their own.

### OTHER AUXILIARY CLASSES NEEDED

Not infrequently, when inspecting the above-mentioned classes, the great need of Auxiliary Classes for Disabled Children is manifest. Boys and girls suffering great physical disability, quite unable to walk to school, are yet brought there in some little cart or perambulator, and then too often have to drag themselves by the bannister up a long flight of stairs or even two flights. Surely before another year Auxiliary Classes will be provided not only for these children but for others who are only partially-sighted, or are very hard of hearing. Let us not forget the Epileptic Children. There are fifty in Toronto alone. Remember the mentally-defective children. The classes in Hamilton, Ottawa and Brantford are the only ones in Ontario so far.

### THE IMPORTANCE OF GOOD EYESIGHT

Some reference has already been made to the special needs of children whose sight is poor. But why is their sight not good? Good eyesight is most precious and important and the danger of spoiling little children's eyes at school by bad lighting and close work is not understood as it ought to be. At the minimum school age the child's eye is not intended by nature to be used at close work, and bad lighting is fatal to good sight. It takes only a few months or at most a year or two of this treatment to spoil a child's good sight. In the very school where the damage is done the sight of the children promoted to the upper classes shows the bad effect of the poor light as is noted in the accompanying diagram by Dr. Gertrude Halley, Medical Inspector of Schools, and reproduced from the Report of the Minister of Education, South Australia. Abundance of light is necessary in the schoolroom and those districts are fortunate who can have a unit one-storey school. But one-storey or more, good light there must be.

The preservation of the sight of all children is an imperative duty of teachers, school trustees, and others who have to do with education.

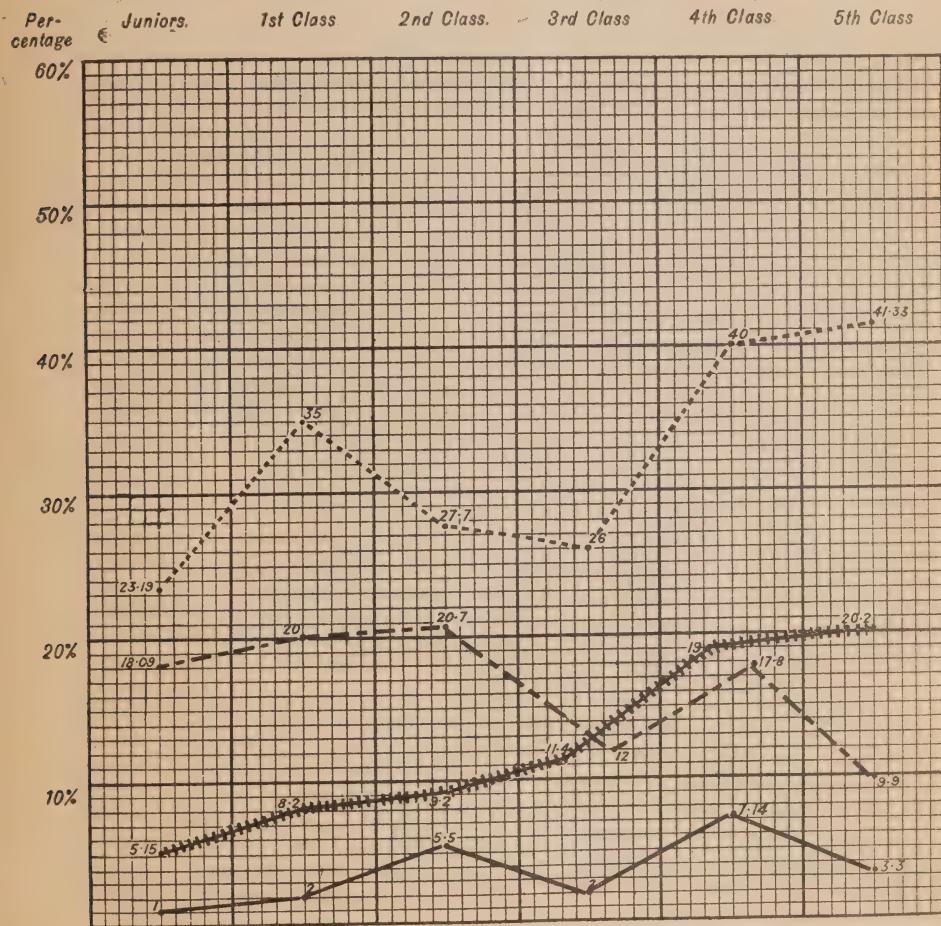
The following remarks on the Care of the Eyes by Dr. James Kerr, ("The Care of the School Child") should be studied as a modern and authoritative pronouncement on this subject.

### THE CARE OF THE EYES

"On account of the strain to the eyes little children should not do fine work. Another reason is that they are also unfit to stand the strain of fine finger movements. Not only for eyes, but also for finger and nerve strain, is it demanded that pens, pencils, papers, needles, and sewing shall all be kept out of the infant class. Big objects and well-lighted rooms help the children to form large images on the retina, which then sends up a voluminous nerve message from the nerve cells of

a big area on which the image is formed to the brain, so that the child can learn easily without straining.

A child with a curved back can be straightened up; even flat feet can be restored by exercises, but an eyeball which is overstretched knows no improvement. Change is likely only to be change for the worse. Many children who are not



*Vision below normal.*

*Well lighted rooms.*

*Badly lighted rooms.*

*Serious defects of vision interfering with School work.*

*Well lighted rooms.*

*Badly lighted rooms.*

Dr. Gertrude Halley, Chief Medical Inspector of Schools, South Australia.

caught earlier are detected as myopes when they come up for examination for scholarships. Yet for a child of eleven with marked myopia to be allowed to go on with literary work is no kindness. The place for that child is the myope school, with its eye-saving tasks. Such a child wants strengthening up in fibre

in every possible way. Myopia is always serious, and the more serious the younger it is met with. Any child in an elementary school with marked myopia, unless the myopia can be retarded, is in a very dangerous condition as regards vision in later years."

#### UNNECESSARY EYE WORK

"The school work should be accommodated to the child instead of the child being fitted to the work. Much eye work in school is exerted on unnecessary tasks, especially home-work, done often under bad conditions of lighting, and thereby accentuating any possible eye-strain. The eyes and their condition are very delicate indicators of health, and in those cases of debility, which are so common in town children, and so common among children with eye defects, the child chiefly requires a hygienic environment, exercise, fresh air, good food, and a minimum of near eye-work in stooping positions. Securing these conditions, it might be hoped to diminish materially the ten per cent. with bad vision found in elementary schools at the present time."

Children suffering from high degrees of myopia, or progressive short sightedness constitute an important educational and social problem. They should be carefully classified according to the degree of their visual defect by an oculist, as has been done in London by Mr. A. Bishop Harman, and their school work should then be organized and arranged by a specially trained teacher in co-operation with and under the direction of the oculist. But there is another important group, the "partially-sighted" children. There are now arrangements for classes for such children in many places in Great Britain and in twelve States of the American Union. The proper arrangement is that the instruction of these children should be in Special Classes in the ordinary public Elementary Schools, and by no means in any isolated school. We should think of them as partially-sighted and not as partially-blind.

#### EDUCATION SHOULD NOT INJURE THE CHILD

"Reading, writing and arithmetic are, it is true, the tools of its intellectual education; they should not, however, be taught in such a way, or under such conditions, as to injure the child in the process. It is the child, and not his acquired accomplishments, which is of primary value to the nation."—(*Sir George Newman.*)

#### STOP THE MANUFACTURE OF MYOPES

"The percentage of children suffering from defective vision is not decreasing as it should. We mend the ailing child with greater assiduity and expenditure than formerly, but we do not stop the manufacture of new cases. It is satisfactory to see the increased attention being given to this serious defect, and the larger place that it occupies in school medical work—the great improvement in organization of ophthalmic work in the schools, the establishment of eye centres in rural districts and the provision of special classes and schools for children defective in vision, but the real solution to the problem has yet to be attempted, and it must be attempted on preventive lines—better lighting, better educational methods from the hygienic point of view, and much less strain of the delicate and growing vision of the child."—(*Sir George Newman.*)

The school must not be guilty of spoiling the children's sight. Will anything a child learns at school make up for injury to sight?

### THE PARENTS' HELP

Assistance which can be rendered by the parents is of the utmost possible importance, indeed, nearly everything depends upon getting this co-operation. Naturally, parents are disappointed that the child is "any different from other children," but when they once understand the aim and object of the special help, and the spirit in which the school authorities offer it, all difficulties tend to disappear.

The following official notices, issued in 1916 by Dr. Hamer, School Medical Officer to the Education Committee of the London County Council, give an excellent idea of the way in which the children with defective vision should be taught and their sight be safeguarded.

#### NOTICE REGARDING THE CARE OF THE EYES.—*To Parents or Guardians of.....*

Your child suffers from a defect of vision that prevents him (or her) from joining in the ordinary work of the school. If it is impossible for you to obtain admission for the child to a special class for shortsighted children he (or she) may attend an elementary school with a view to gaining the educational advantage of school discipline and such general knowledge as can be given in the oral lessons of the classes. Reading and writing of any kind will not be allowed except blackboard work. You are particularly asked to watch your child at home, to teach games and outdoor play, and to stop all reading and writing. (In the case of a girl, sewing should be completely stopped, but knitting may be learned, provided the child does it by feeling the stitches and not by looking at them.) The child should be out of doors as much as possible.

#### INSTRUCTIONS TO TEACHERS

Teaching of children recommended by the medical officer for "easy treatment," "oral teaching only," or to "sit in the front row."

**VISUAL DEFECTS.**—*Children recommended for "easy treatment."*—These children usually suffer from a defect of one eye only or they have defective vision in both eyes of a moderate degree. With reasonable care school work should not cause strain of the eyes or entail the risk of exaggeration of their visual defect. These children should sit in the front row of the class, sit upright, and not be allowed to stoop over any literary work allowed them. Girls must do no sewing, but may learn knitting, provided it be taught by touch and not by sight. Boys and girls should be prohibited the use of books with small print or writing of any sort other than a bold large-lettered hand. They should not join in exercises that involve the reading or writing of masses of numerals or geometrical figures. They may read or write in large type preferably for periods not exceeding 20 minutes without a break. They should not be allowed to stoop over their work, and, if it be possible, the writing should be done free-arm fashion on a blackboard or millboard set up on the desk.

So far as school arrangements allow they should attend all the object lessons, demonstrations and oral lessons that are given in the school.

Drill, dancing and games of all kinds may be freely indulged in.

Home lessons of any sort should be prohibited.

*Children recommended for "oral teaching only."*—These children suffer from some serious defect of vision, such as gradually increasing short sight. When no place can be found for them in a special class, they are admitted to the elementary school with a view to their gaining the educational advantage of school discipline, and such general knowledge as can be given them in the oral lessons of the classes.

The use of books, pens, paper, pencils and slates of any kind and for any purpose is to be prohibited, and the child should be reminded at intervals by the teacher in a friendly chat that the prohibition is for his or her own benefit and that he must do at home what he is trained to do at school.

If the class arrangements permit they may be allowed to write or draw on the blackboard in large characters, free-arm fashion.

If a girl shows aptitude for handwork she may learn knitting by touch, but not by sight. Similarly a boy may do the larger kinds of carpentry, but he must not use the rule or draw measured plans.

For the most part these children may drill and dance, but they should be warned against using gymnastic apparatus or dumb-bells, for example, in connection with the Children's Happy Evenings Association. They should be cautious in the playground games.

*General.*—The head teacher should, in the course of each year, draw the attention of the school doctor to these children, and give the doctor information as to their educational progress or any difficulties which may have arisen in connection with the cases.

### DOMESTIC SCIENCE FOR DEAF AND DUMB

It was recently stated in one of the Toronto papers that there were about twenty-five "deaf and dumb women in Toronto" who were desirous of taking the Technical School Course in Domestic Science, and that a class is to be started in the King Edward School in January, 1917, under the control of the Central Technical School. It will be an evening class, and will be attended by young women who are engaged during the day.

*Deaf should not mean dumb. Why did we not teach these twenty-five young women lip-reading?*

### THE VALUE OF LIP-READING

Deaf or hard of hearing persons who have learned Lip-reading know what people say to them, almost, if not quite as well as if they could hear the words, and they can, and should, be taught to speak. Recent work and practical professional experience by Mr. Macleod Yearsley and others have added to our knowledge of the requirements of children who do not hear well.

Mr. Macleod Yearsley, who is otologist to the London County Education committee, states that the standard of lip-reading attained by deaf children under efficient instructors is very high. Lip-reading appears to be readily acquired by children, and those with most hearing seem to learn it quicker than those with less hearing, who require longer teaching and practice to enable them to become thoroughly proficient. This is due to the fact that the former possess a better knowledge of language and, other things being equal, the greater the amount of hearing the greater the command of language. Mr. Yearsley thinks that the amount of hearing required to enable a child to respond well to education in the front desks of a hearing class is much greater than at first sight appears. "It is characteristic," he says, "of middle ear deafness that the power of accommodating the ears to particular sounds is impaired and that, in consequence, extraneous noises confuse the slightly deaf and hard of hearing child much more than they do the hearing scholar. In every class, especially in large ones, there is an environment of more or less continuous noises; dropping of books, shuffling, coughing, whispering, etc., as well as the more distant hum of life outside the school, accentuated by open windows. Children examined by the voice and whisper tests in a quiet room may deceive one as to the *usefulness* of the hearing they possess, especially if the child be examined on one of his 'good days.' The amount of daily variation of hearing, as shown by records kept by the teachers, is sometimes astonishing."

### SPEECH DEFECTS

A good many British and American cities have made some investigation as to the number of children in their schools who suffer from speech defects.

J. E. Wallace Wallin reports that 2,536 pupils out of a total enrolment of 89,057 in the public schools of St. Louis suffer from speech defects. This is about 2.8 per cent. How many have we in Ontario? Some attention has been

paid to this matter in Ottawa, Hamilton, Toronto and elsewhere. Our teachers do try to help children whose speech is defective and there are a few shining examples among them of remarkable success in such efforts where the child's speech defect was serious. So far good. But there is a large field here for organized effort —a field which is both too large and too important to be left to spasmodic effort and benevolent initiative only.

The children are heavily handicapped and are nearly always backward. They are not able to run the race of life with the other children. They are very much at a loss, subject to ridicule, suffering from shyness, unable to express themselves, unable to claim the teacher's help and attention. Here are three cases in point, reported by two teachers in Toronto.

#### THREE HANDICAPPED BOYS

G. N. Lives across the road from the School. Eleven years old. Appearance unpleasant. Mouth always open. Lower lip hangs down producing almost a deformity. Speech extremely bad. Cannot pronounce his own name. Can only say "H'w and "H'ckl" accompanied with convulsive movements of face and head. Kindergarten teacher kind to him and kept him until he was seven years old. His mother says that she could not talk until she was six or seven, and that her husband said he was not able to talk until he was over seven. At the age of seven the child was promoted to the primary grade. Unheard-of efforts on the part of the teacher resulted at the end of a year and a half in teaching him to read very slowly. He was then placed in the room of a teacher who was Very Persistent. She made up her mind to have something done for G. N. She found that his tonsils were very greatly enlarged and that his pharynx was so filled by adenoids that it was not possible for the boy to breathe through his nose. The family doctor said the boy did not need anything done for his throat. The teacher, undismayed, impressed upon the mother that the school doctor said he *should* have something done, and finally succeeded in getting him attended to. After this he got on well and went round saying delightedly, "I can keep my mouth shut now."

G. B. This boy fell out of a swing and cut his tongue severely when about two years old. He could speak pretty well before that, but was unable to speak at all afterwards. He was very quick and extremely intelligent, but was kept back by his defect in speech. No attempt had been made to suture the wound in the tongue, and this was one reason apparently of the boy's difficulties. He improved with careful teaching, and practice in articulation and the special efforts made on his behalf by his teacher, who devoted herself to giving him special instruction.

E. W. One of the teachers in the School where E. W. attends met the boy's mother one day. The mother, whose speech was distressingly defective, appealed to the teacher, saying that her oldest boy spoke just as badly as she did, but that a teacher in a school near where they used to live had taken a great deal of trouble to teach him to speak. "I cannot speak," said the mother, "and I cannot be taught to speak because I am too old, but my children can be taught to speak and I want them taught. Can you teach them?"

E. W. was her second boy and had been at the school for one year and was ready to be promoted, but could not speak so that anybody could understand him. The teacher to whom the mother appealed found another teacher who gave the

boy private lessons. Within a few months this boy was able to speak quite distinctly.

The special instruction necessary should not be left to chance, to extraordinary persistence and perseverance, even to extraordinary kindness, but should be supplied as a matter of course and common sense to all the children who need it.

#### ADVANCEMENT CLASSES

It would seem a mistake not to refer again to the subject of special opportunities for children with unusual mental gifts, always premising that we are not forgetting the difference between the genuinely gifted child, and the child who has been pressed on too fast, and is in danger of making alleged progress in school at the expense of health and strength. This would be folly. But in the school system of large cities where fifty thousand children or more are enrolled we might well proceed cautiously to investigate this matter *sub rosa*, and see if we could do something more for these children. We need leaders. The mind is a delicate instrument and easily marred. Such a thing has been known as a loss of interest because the school work was too easy for the child, or was characterized too much by routine repetition for a child with marked ability. The child is a human being with a personal equation, and a human being's mind must have something to exercise its powers upon, or else it does not do the best work of which it is capable.

#### PROMOTION CLASSES

Four Ungraded or Promotion Classes are carried on at different Schools in the City of Toronto. Some of the pupils in these Classes are backward, some are delicate, some are only partially-sighted or very hard of hearing, and some are mentally-defective. Each one of these groups of children should have the privilege of being taught in a type of Auxiliary Class specially adapted to give that group the greatest help and educational advancement having regard to their disabilities whatever they may be.

#### THE CAUSE OF BACKWARDNESS

There is usually a close relation between physical defect or disability and backwardness in School work. The cause of the backwardness may be lack of opportunity on account of some deprivation or disability, it may be an I. E. P. defect in sight or hearing (I. E. P., Interfering with Educational Progress), it may be lack of general health and vigour, so that the child only lives "at a poor dying rate," but whatever it is, we must discover that cause, in order to remedy it, and in order to make efficacious for the child the education that the Province has provided in the ordinary and the Auxiliary Classes of our Public and Separate Schools.

#### HEART DISEASE IN CHILDREN

While certain diseases are disappearing from modern life, for example, small-pox, typhoid fever and tuberculosis, there are others which apparently are on the increase, even in childhood and youth. Among these is heart disease.

The so-called "growing pains" of children are rheumatism, and that frequently does damage to the heart, as chorea or St. Vitus dance also does. The mother, the school nurse and the teacher should know this. Prevention is better than cure. The kindly supervision of the children, especially those whose boots and clothes are not very good, so as to see that their boots and clothes are dry and comfortable on wet and stormy days, would be a good preventive measure against many of the ills from which childhood suffers. It is not so difficult to have boots and clothes dried in school, if school architects take a little thought for it and the teachers realize the good of it.

In Great Britain, rheumatism causes a marked loss of school "attendance grants," and it is now found that special classes have to be made for "heart cases."

"Heart disease has important bearings on school life and the early subsequent employment of the child. A study of the Reports received for 1915 leaves on one's mind the impression that there is need for more careful attention to this subject, and more discrimination and care in diagnosis. Heart disease is recorded in from one to five per cent. of the children examined; and anæmia is generally about five per cent."—(Newman.)

In some districts higher returns are made; for instance, in one district, fourteen per cent. of the children examined are returned as suffering in greater or less measure from cardiac malady; in Leeds, nine per cent.

Medical Inspection of Schools is needed to deal with this health problem which is sure to appear in Canadian Schools also.

#### GENERAL HEALTH

As to general health, good physique, proper nutrition, vigour and robustness, it was with the aim and hope of securing and favouring these at school age, and in school, that Medical Inspection of Schools was established. On the whole, that aim and hope have been justified where Medical Inspection of Schools is satisfactorily organized, and a brief reference is made to the matter here because without Medical Inspection of Schools no Auxiliary Class work can be carried on properly.

It will be remembered that Medical Inspection of Schools in Great Britain was adopted, and compulsory legislation passed in 1907 providing for it, in consequence of public opinion following the revelation of an alarming percentage of "unfits" among the men who presented themselves to the Recruiting Officers at the time of the South African War. Since the Act of 1907 there has been a steady improvement, even before the Great War.

The following are the figures given:—

#### NUMBER OF RECRUITS REJECTED FOR THE BRITISH ARMY PER 1,000

1909 .....	299.04
1910 .....	295.42
1911 .....	246.50
1912 .....	223.77

For recruiting for the period of the Great War the corresponding figures, which are stated to be much better, are not yet available for Great Britain, but the Report of the School Medical Officer of Victoria, Australia, for 1914-15, pub-

lished in 1916, states that forty per cent. and more of Australian recruits for active service are rejected by the Army Medical Examiners and goes on to quote as follows from the *Melbourne Age*:-

"The results of the medical examinations of recruits have caused public amazement. From day to day it is shown that from thirty to fifty per cent. of Victoria's men, in the prime of life, are physically unfit to serve their country. The majority of the rejects are condemned on account of bad or false teeth. Where is the wisdom of spending millions on education and military training, when a slight neglect in another direction destroys its results to the extent of one-half? The causes that have robbed many brave men of the honour of going to the front are easily preventable. Bad teeth are due to neglect in early life. A little attention to the young children will prevent the mischief at its beginnings, and appreciably decrease the indigestion and malnutrition that wreck the lives of numbers of our people. An education system is comparatively useless if it produces dyspeptics, and a compulsory training law that lavishes millions on youths and young men who are disqualified by physical defects from effectively bearing arms is the last stage of absurdity."

The people of the Province of Ontario spent on Elementary Education in the year 1915, \$14,267,476. Did we get as good value for our money as we would have got if we had sent for the School Doctor and been advised about the children's eyes, ears, throats and general health? There are in England and Wales about 4,036,000 Elementary School children and "of these not less than a quarter of a million children of school age are seriously invalided or disabled; not less than a million children of school age are so physically or mentally defective or diseased as to be unable to derive reasonable benefit from the education which the State provides. If this total figure be considered merely from a financial point of view, and quite apart from the suffering, disease and premature death entailed, it will be seen that the State is not getting adequate return on physical grounds alone, for a substantial part of its expenditure on Elementary Education."

—(Newman.)

There are in the Province of Ontario about 500,000 children from five to fifteen years of age. How many of them are "seriously invalided or disabled?" How many of them are "so physically or mentally defective or diseased as to be unable to derive reasonable benefit from the education which the State provides?" Nobody knows. Our percentage of unfit recruits rejected has not yet been published, but apparently a good many "unfits" were passed, and it is stated that the percentage rejected is about the same as in Victoria, Australia, namely forty per cent. Then is it likely that our "unfits" at school age are less in proportion?

We know, "that the health of the adult is dependent upon the health of the child; that to grow healthy men and women, we must first grow healthy children; that sickness and disease of children lead to disability and disablement among adolescents and adults; and that the State cannot effectively insure itself against physical disease unless it begins with its children.

"Apart from the grave disadvantage that much of the value of the education of children will be lost unless they are physically fit both to profit by the instruction they receive and to perform the industrial tasks which await them in the future, it is a matter of grave national concern to secure that physical unfitness and inefficiency in all its forms, due to ill-health or lack of vitality, are reduced to the smallest possible dimensions. This is the Task of the School Medical Service."

—(Newman.)

I would therefore respectfully draw attention both to the increased interest in Medical Inspection of Schools in Ontario and to the fact that without a well-organized Provincial System of Medical Inspection of Schools, we cannot hope to get the results in Auxiliary Class work, or in general education that have been got in England and Wales. There is no doubt that the health and vigour of English children have been greatly improved since 1907 by the efforts of the School Nurse and the School Medical Inspector, and it is the general opinion that Tommy Atkins with his glorious record in the Great War is largely the product of the Elementary School.

#### TRAINING CLASSES FOR MENTALLY DEFECTIVE CHILDREN

##### *Ottawa.*

The Auxiliary Classes at Cambridge Street School, Ottawa, have made good progress during the year, and the equipment has been increased and improved. More time is now given to industrial and manual work, and this arrangement should be carried still further, so that the boys and girls may be able to take up useful and practical employments, especially in simple trades, household occupations, and different kinds of domestic and manual work. The average attendance and the general work of the class are satisfactory and encouraging.

##### *Hamilton.*

The Auxiliary Class in Hamilton has been faithfully carried on through the year with a good attendance.

##### *Brantford.*

This class has made good progress during the year, particularly in hand-work and various occupations.

#### MAKE HASTE SLOWLY

Every type of Auxiliary Class has its own importance. It must not be forgotten that we have not only the individual child who needs special education to think of, but also the number of children who need the same type of special education. The group of so-called Backward Children is by far the largest group. But this group will be very much reduced when we have taken out the children whose sight or hearing or general health are I. E. P. There are comparatively few children in the Backward group who are mentally-defective, but there are always some, and no pupil should remain in a Promotion Class after it has been ascertained that the cause of that pupil's backwardness is really mental defect. Then both for his and her own sake, and for everyone else's sake, the pupil must be removed to a Training Class. But there is no need for undue haste. Be sure you are right. Dr. Schlapp found in Milwaukee at least three normal children among twenty-one examined in a class for mental defectives. It was a grievous wrong to these three children to place them in that class. No diagnosis of mental defect should be made by anyone, except a physician with special qualifications and experience in regard to mental defectives.

It is important to have a well-organized and adequate system of Auxiliary Classes, to carry on Auxiliary work quietly, to make it popular with the general

public by the results obtained, and by the special qualifications and high character of the teachers, and to protect the feelings of the children and parents in every possible way. Make the Auxiliary Class work many-sided and especially favour manual and industrial training.

Although the children who are mentally defective are only from one to two per cent. of the total enrolment, this fact does not indicate at all what a boon Training Classes are to everybody, especially to the teachers and the normal children. Said one kind, experienced, clever teacher to another the other day, "My two mentally-defective children are away to-day and I feel as if I had nothing to do." "Yes," answered the other, "my one mentally-defective boy was absent one day last week, and it was like heaven!"

### POSSIBILITIES

The possibilities in training mentally defective children, even those of low mental age, are very interesting, especially when we remember that such training makes the child happy, useful, somewhat independent, and a help to the institution community which should be his future permanent home. Among the most important features of such training are physical exercises and muscular movements of the simplest kind. For example, Dr. Wallace says in the Fifth Annual Report of Wrentham State School: "An outdoor schoolroom has been organized. This is a yard 150 feet long and 50 feet wide. The furnishings consist of a marching circle, a resting seat, two stone circles, sand boxes, hand saws, hammers, nails, shovels, buck saws and wood. Into this yard we take our most restless, destructive and untidy children, and give them instruction in marching, silence classes, striking a block of wood with a hammer, sawing wood, shovelling sand from one long box into a parallel box, carrying stones from one circle to another, and carrying wood from one location and placing it in another definite location. The children have responded splendidly to this treatment. Several have graduated from these classes and have been promoted into the regular schoolrooms. Others have graduated from these classes and are assisting on the farm. Many girls that have been given instruction in this outdoor training school have ceased to be untidy, restless and inattentive and are now assisting in the various domestic occupations about the school. Apart from the pleasure of redeeming these children from ugliness and saving them from a life of destructiveness and transforming them into a life of partial usefulness, it is scarcely possible to estimate the financial saving to the community. An untidy, destructive child is extremely unpleasant and very expensive to care for, but how much more unpleasant and how much more expensive to care for, would he be, if he were permitted to reach adult life without the proper training to correct these habits. An institution for the feeble-minded without a school department and without the educational idea permeating the whole place would certainly be a very expensive institution to maintain."

### MUSIC AND SINGING

Much attention of a painstaking, organized and serious character should be given to the development of any talent or aptitude for music and singing in mentally-defective children. If these talents are not looked for, they will remain undiscovered, and this is probably more true of mentally defective children than of their normal fellows.

At the Massachusetts School for the Feeble-minded, Waverley, every inmate, as soon after admission as possible, is seen by the music mistress and a careful examination and test made as to any musical powers possessed. This has proved a good plan. Some musical endowment is extremely common among mental defectives. It seems as if music were a fundamental or very early-acquired human endowment. For happiness, for civilizing and developing the children, for the pleasure of others, for general improvement in morale, training and discipline, no one needs to be told how valuable music is.

Another interesting effort is the Special Singing Class which was organized in connection with the Liverpool Training Course for Special School Teachers. The following is an account of it given by the Inspector of Special Classes for Liverpool, Miss James:—

This class, composed of forty mentally defective children of both sexes, with ages ranging from 11 to 14 years, was held every morning from 9.00 to 9.30 a.m. for three months. Each lesson comprised breathing exercises, voice exercises, rhythmical exercises, correct enunciation, as well as the singing of various songs—rhymes, national, patriotic and folk songs and one or two lullabies. Thus was a very varied scheme covered, with a final result that would be labelled freely and unreservedly “Successful.”

At the beginning of the Course there was a marked absence of rhythm, and a failure to understand what was wanted. Their singing was very uneven—one never knew what they were going to do—sometimes they sang with a delightful sense, at others they were apparently indifferent, irresponsible and generally out of time. One was often agreeably surprised, as the lessons progressed, and the children began to understand the teacher, at the faithfulness with which they would imitate, especially in the rhythmic movements. They were encouraged to express their various emotions in graceful circular movements of their hands, and in fact, they were not expected to keep still, unless they were particularly told to do so—freedom and joyousness were watchwords. Another surprise was the quickness and ease with which they learned the words of the songs, and the desire to give an intelligent response to the meanings of words and phrases.

There is no doubt, however, that the higher nature in many of the children was stimulated and roused into action, so that they understood and could more readily express their thoughts and emotions. The breathing exercises alone vitalized their whole being, and roused them into more animation of manner.

#### MORAL TRAINING

Moral training and supervision is deeply important for mentally defective children. Evil habits spread like a pestilence among such children and the teacher of such children must ever be on the alert about such matters even when the children are very young. There have been instances during the year of great harm being done because this was forgotten or ignored.

#### AUXILIARY CLASSES IN THE OTHER PROVINCES

In the Province of Nova Scotia the Public School Teachers are required to give in their Annual Report the number of mentally defective children in the Schools. Dr. A. H. MacKay, Superintendent of Education, says in his Annual Report: “Many teachers are likely to vary widely in their interpretation of the

terms. For instance, in the counties of —— and —— the teachers discovered the existence of no defectives, and in so doing have proved their own defective understanding of the terms or knowledge of the cases existing. The annual report calling for this information tends to make the teachers more observant; and in most of the counties the observations are not very wide of the proportion proven to exist in similar communities in many parts of the continent."

#### FEEBLE-MINDEDNESS

"By this term is meant not only those who cannot follow their class-mates of the same age through the school, but those who when grown up are incapable of earning a living in competition with others, and of preserving a useful character against the pressure from the various elements in their social environment. In olden times the struggle for existence eliminated these rapidly. But under the influence of an indiscriminating, if not morbid, spirit of humaneness, feeble-mindedness is to-day increasing in Nova Scotia at a more rapid rate as compared with normal-mindedness, than ever before. We can, however, with genuine humanity, and with much more of the humane consciousness, care for many of these unfortunates, by taking them out of the vicinity of temptations they cannot resist, from the unhappiness and tragedy threatening them, and the damage they are inflicting on society, and place them in an environment where they may be always happy, never dangerous, and where their defects at last disappear forever, instead of being reproduced and possibly multiplied in time to come.

"Our next most important work will be to make provision for their proper protection, happiness and possible usefulness."

The first Special Class for mentally defective children was opened at Halifax on Sept. 1st, 1916, and there is now an attendance of 28, 20 boys and 8 girls. At present the boys are taught in the morning and the girls in the afternoon.

The Nova Scotia League for the Protection of the Feeble-minded which has now about fifty branches or auxiliary leagues has not carried on an active campaign during the year but it is expected that some movement will be made before long towards obtaining a farm colony for the feeble-minded.

A private home and training school for feeble-minded children has been begun by a physician in West Gore, N.S.

#### *Manitoba.*

During 1916, two additional Special Classes for mentally defective children have been organized in Winnipeg. There are now four Auxiliary Classes or Training Classes for mentally defective children in Winnipeg. In addition, a number of mentally defective children were transferred from the Home for Incurables at Portage La Prairie and placed in a Home specially prepared for them at East Kildonan, under the charge of a Matron, Mrs. R. D. Cameron.

#### *Saskatchewan.*

The Public Education Association of Saskatchewan has the following as one of the aims of the Association, "*Exceptional Children.* The best means to secure the proper education of any children who cannot be taught to advantage in ordinary classes and by ordinary methods."

During the year an effort was made by the Inspectors of Schools, as well as the employees of the Bureau of Public Health, to locate mental defectives.

Another important step was the opening of an institution in the buildings formerly used as the School for the Deaf at Regina. There are now twenty inmates, with Dr. M. M. Seymour, Commissioner of Health, as Medical Superintendent. Teachers have been appointed and the inmates are given instruction from 9.30 to 11.30, and from 2.00 until 4.30 in the afternoon. As much of the housework as possible is done by the girls at the institution and they are also being taught other useful occupations. This is a splendid beginning.

#### *Alberta.*

Progress has been made with the plans for the Farm Colony for mental defectives at Red Deer, and a preliminary vote of \$125,000.00 was made by the Legislature. The Minister of Education, the Hon. Mr. Boyle, has devoted special attention to this subject, and a valuable preliminary investigation has been made by a questionnaire addressed to all the teachers of the Province in October, 1916. The following is the general result of the teachers' report on backward or subnormal children.

#### *Pupils of Subnormal Mentality as Reported by Teachers in October, 1916.*

##### No. of pupils subnormal:

(a) Backward, but capable of making fairly satisfactory progress in ordinary school classes .....	1,721
(b) Mentally weak and requiring much individual attention from teacher .....	345
(c) Mentally defective, but probably capable of making fairly satisfactory progress under special teachers.....	83
(d) Imbecile, and probably incapable of ordinary instruction.....	34
(e) Idiotic and incapable of instruction.....	13
Grand total.....	2,196

#### *British Columbia.*

Auxiliary Class work is being carried on in Vancouver and Victoria, and a good deal of interest is taken in the matter in other places in the Province.

#### AUXILIARY CLASS WORK IN THE OTHER DOMINIONS

In the Union of South Africa, in the Commonwealth of Australia and in New Zealand, there have been interesting developments in this work during the year.

#### *The Transvaal Province.*

In this Province, where the Department of Medical Inspection has recently been organized, one of the part-time members of the staff is an alienist who has charge of the mentally defective children in the schools.

#### *South Australia.*

In a report dated February 29th, 1916, Dr. Gertrude Halley, the Chief Medical Inspector of Schools for South Australia, states that among 4,447 school children examined 84 were found to be mentally defective. This is a percentage of 1.87.

Under the new *Education Act* the parents of a mentally defective child are required to provide efficient and suitable education for such children from the age of six to twelve years. Dr. Halley states that special schools are needed for the training of the mentally defective children in the cities. A residential school on the cottage system, similar to those at Mittagong, New South Wales, would serve for the country children and for those whose parents are unable to manage them.

In Dr. Halley's opinion the special schools for feeble-minded children should be under the Medical Branch of the Educational Department. Special care would be taken to classify the cases scientifically and the work should be suitable to each individual child.

#### *Victoria.*

The special school at Bell St., Fitzroy, Melbourne, Victoria, has now 100 children on the roll, and a branch of the school has been opened in another district of the city.

"The problem of after-care in the case of most of these pupils is forcing itself into prominence. Most of them can do something towards earning their own living, but they will never be fit to battle with the world unaided. The experience of other countries teaches that a farm colony is the solution of the problem."

#### *New South Wales.*

The Mittagong Cottage Homes for defective children at Mittagong, N.S.W., have succeeded admirably in training and caring for mentally defective children at a residential school.

#### *New Zealand.*

There are now 69 boys and 4 girls in the Residential Special School at Otekaike, Oamaru, N.Z. They have a seaside camp at Hampden where the Christmas vacation is spent with great enjoyment. Mr. George Benstead, the principal, reports that basket-making and coir-mat making are the chief industries, and that the greatest need at the present time is a complete set of work-shops where other forms of manual training, such as boot-making and repairing, tailoring, weaving and rug-making can be undertaken.

The report concludes as follows: "We have passed through one of the driest seasons which has ever been experienced in North Otago. In common with the neighbouring farmers most of our farm crops have been almost a total failure. During the past eight years we have grown enough potatoes for our own use each season besides a considerable quantity which we have been able to spare for other institutions under the control of the Education Department. This year we shall not have enough potatoes to last us until the next season's crop is ready. Fruit and vegetables, however, were plentiful, owing to the fact that in the garden and orchard we have a plentiful supply of water.

The work in school has progressed satisfactorily. In the upper division of our day school the children, though of varying capacity, are showing signs of development much beyond my expectations.

Musical drill to simple nursery-rhyme tunes, which involves the most elementary movements of the hands, head, arms, trunk, and feet, form a most important branch of training in the lower division. Our new day school, with eight class-

rooms and open-air teaching-verandahs, is nearing completion. The provision of this building will greatly help our school work.

During the year we have made a commencement with special daily vocal classes, where tuition is given to all those who have the capacity in solo and chorus singing. The brighter children are now able to sing rounds and easy two-part choruses. We are indebted to the Vicar of Kurow for the fortnightly church services, which are bright, cheerful, and helpful to the boys. The children look forward to the services, which, together with the morning and evening prayers, and grace at meals, are a means of training the emotions.

### *Extensions*

Three large villas, with sleeping accommodation for approximately thirty-six children each, are nearing completion. In addition, a clubhouse for the male staff has been erected, cottages for the married attendants, and bedrooms for the single men."

## THE DEVELOPMENT OF SPECIAL CLASSES

In many cities of the United States, notably Boston, New York and Cleveland, special and ungraded classes for children who need special education have been established for a good many years. Cleveland was one of the first. In 1876 the "Special Unclassified School for Boys" was established with an attendance of 40 boys.

### THE CLEVELAND SURVEY

In 1915, under the direction of the Russell Sage Foundation, an Educational Survey was made of the Cleveland schools. The part of the Report on Schools and Classes for Exceptional Children was prepared by Mr. David Mitchell, B.A. (University of Toronto), Assistant Professor of Psychology, University of Pennsylvania. From this report it appears that there are twelve different types of Special Classes in Cleveland.

These are intended for children whose defective sight, or hearing, or speech, or disablement, or lack of knowledge of English ("Steamer Classes"), or backwardness, or incorrigibility makes it necessary for them to have special education. There are also Open Air Classes, Special Industrial Classes, Industrial Training Centres and Classes for Epileptic and for Mentally Defective Children.

The development of these classes has been assisted by the "Doster Law" and other legislation, which, in 1906, made compulsory the Education of "all those deaf and dumb, and those who by reason of speech defect were unable to carry on the work of the Elementary Grades."

Provision was also made for "payment to the community of \$150.00 per year for each child," and the attendance of the child at the special school was required.

### SPECIAL CLASSES FOR MENTAL DEFECTIVES

Superintendent J. W. H. Frederick, of Cleveland, in his report for the school year 1914-1915, published in January, 1916, reports that 436 pupils are now attending the Special Classes for Mentally Defective Children and refers as follows to the

great benefit of these classes to the other children and to the School System as a whole.

"The advantage to the regular schools of the segregation of this class of unfortunate children is manifest. Oftimes a very backward or a mentally deficient child occupies the attention of the devoted teacher to the decided deprivation of the rest of the pupils under her charge. Could all of the pupils who thus take much of the time and best energy of teachers be removed to schools better adapted to their needs, the chances for fewer cases of retardation should be good. All this, however, involves available room, proper equipment, and an adequate supply of capable teachers."

He also speaks as follows about the necessity of providing permanent care for mental defectives, indicating that without such care Special Classes may almost be said to increase, in a sense, the menace of the mental defectives:

"In these observations I have not lost sight of my recommendation in my first annual report, that the mentally deficient, as soon as possible, should be removed from the regular public schools and placed upon a school farm within easy access of the city. The present method of dealing with the more unfortunate class in a way enhances the menace to society. While the individual is improved, the girls in particular by becoming more attractive are a greater menace."

#### INDUSTRIAL CENTRES FOR SPECIAL CLASSES

In Boston the first Special Class was formed in 1889 and there are now 60 Special Classes with an attendance of about 900 children. Since 1911 the system has developed under the able direction of Miss Ada M. Fitts, the Supervisor. The annual report states that the special class usually occupied a room in an elementary school building and cared for the mentally defective children of that immediate district, but now it has been found better to develop a centre in each district, and this has been done gradually with marked advantage in the better classification of the children.

Those of a lower grade of development are given the form of instruction best adapted to their needs, while the higher grades make more rapid advancement. The teachers may also specialize in the subject they are best fitted to teach.

The present plan is to develop in local districts single special classes for young children, and after they have taken some years in the special class work to promote them to higher schools or centres where they may receive much industrial instruction. A centre for the older girls has been developed and another for the older boys of the various special classes. Transportation is provided by the city. The separation of the sexes has been of advantage to pupils and teachers and has added much to the efficiency of the work. Little difficulty has been experienced in the transportation of the children. They have been graded according to mental capability and thus there has been great improvement in the academic as well as in the mental work. The girls have specially trained teachers for instruction in domestic science, millinery, sewing, embroidery, crocheting and knitting. The younger children are trained for the more advanced class work and the older pupils are given work that has an immediate practical value. In the boys' centre, cane seating, cobbling, simple woodworking and basket making are given as well as the academic studies. There are seventy-five in the girls' centre and eighty-five in the boys' centre.

The programme is so arranged that each child has one hour and a half

academic, one hour and a half physical and two hours manual work each day. The subjects included are:

ACADEMIC.	PHYSICAL.	MANUAL.
Reading.	Games.	Drawing.
Writing.	Drills with rubber balls, wands, dumb-bells, etc.	Woodworking.
Arithmetic.		Caning.
Language.	Folk dancing.	Cooking.
Spelling.	Gymnastics.	Sewing.
History.		Millinery.
Geography.		Knitting.
		Crocheting.
		Basketry.
		Hammock making.
		Cobbling.

#### TRAINING COURSE AND CONFERENCE

The results of these plans have been satisfactory inasmuch as the children have profited by the work adapted to their needs and abilities. Two other important developments of Special Class work in Boston should be mentioned, namely, the Training Course for teachers in Special Class work in which lectures are given by Dr. Fernald of Waverley and others, and the Teachers' Weekly Conference held every Friday afternoon, which has been a great means of progress and unification in the work. It is felt to be urgent in Boston, however, as it is everywhere, to provide for the permanent care of many of the children, and for the after-care or guardianship of many others who cannot stand alone or guide their own lives.

#### HORACE MANN AND ROXBURY SCHOOLS

Other types of Auxiliary Classes are well established in Boston, especially in the fine Horace Mann School, a day school for deaf children, with 144 children and 15 teachers, and the school for partially-sighted children in Roxbury where there are 22 children, all of whom, with one exception, have sight equal to one-tenth or more of normal vision.

Most of the children come from distant parts of the city, car fare being provided by the schools. They are distributed into seven classes, though most of the work has to be done individually. An experienced oculist has oversight of the work and two teachers give instruction in the ordinary curriculum and especially adapted manual work. "The few text-books used in the school are especially prepared in large type. Most of the matter, however, has been copied in large script by the teachers, and much of the work is taught orally. Most of the written work is done on a blackboard, although large pencils and specially ruled paper are used to some extent. The chief objection to the present plan of work is that the class is isolated from any regular grade rooms. An attempt has been made to find a suitable room in connection with some central school so that the pupils might go to the regular grade rooms for oral recitations, music, physical training and whatever work would not overtax their eyes. With this arrangement more pupils could be accommodated in the class and the difficulty of keeping them up to their various grades could be dealt with more effectively."

There are enough partially-sighted children on the waiting list to fill another class.

Another type of Auxiliary Class that is well established in Boston is

#### THE RAPID ADVANCEMENT CLASS.

“Corresponding to the attention that is given to slower children, ten classes have been formed for children who may move more rapidly than the average. These children do three years' work in two years, thus saving themselves one year of the course and the schools one year of expense. These children have been followed up in the high schools and almost without exception have been found to sustain themselves well, a large number of them being honour pupils.”

#### AUXILIARY CLASS EX-PUPILS

Several investigations have been made as to the success of Auxiliary Class pupils when they leave school, the result being ascertained by teachers' reports, visits and court or industrial records. One of the most important of these investigations was that undertaken by the After-Care Committee of the Birmingham Special School. The results of this were unfavourable. The results of such investigations in nine English cities show that 22 per cent. of such pupils were at work and 6.8 per cent. irregularly at work.

#### ONE HUNDRED EX-PUPILS OF DETROIT SPECIAL CLASSES

An effort was made in Detroit last year to ascertain what had become of one hundred former “Special Class” children, sixty-one boys and thirty-nine girls. Sixteen girls and thirty-nine boys were working, four girls and thirteen boys had been arrested, fourteen girls had been under the supervision of the Juvenile Court (two of them had illegitimate children). Six of the boys received from \$12.00 to \$15.00 per week and one of the girls received \$7.00. The following table shows the number of “jobs” they had been working at:

	Girls.	Boys.
None . . . . .	11	12
One . . . . .	9	11
Two or three . . . . .	2	9
Three or more . . . . .	5	23

#### NEW YORK SPECIAL CLASSES

Miss Elizabeth Farrell, Superintendent of Ungraded Classes in New York City, has published a preliminary report on the careers of 350 children who have left Ungraded Classes in that city.

The material presented was gathered by ungraded class teachers and visiting teachers and by settlement and other social workers. It was secured by (1) visits to the children's home; (2) visits to the employer; (3) visits of parents to the school.

Out of the whole number, 86 are cared for at home, 192 are employed for wages, 31 are employable but out of work at present, 21 are in institutions, 7 unknown, 10 dead and 3 married.

#### BIRMINGHAM EDUCATION COMMITTEE

This Committee in July, 1916, recommended that a new plan should be tried with children of 14 years attending Special Schools, namely, that they should have

an opportunity to learn a trade between the ages of 14 and 16 years, being placed with some employer who would take an interest in the pupil and allow and expect the school to continue to supervise the work of the pupil, permitting such pupil also to attend school one half day in each week.

#### GUARDIANSHIP

There are twenty-eight "Educational Areas" in England where a society exists whose main object is the care of mental defectives in their own homes. These societies are intended to represent every branch of work carried on in that community for the benefit of mental defectives and are responsible for the visiting of these persons in their own homes, being also responsible for notifying the proper authority when any danger or necessity arises.

Undoubtedly mental defectives, like other human beings, should be treated not only as individuals, but with the greatest respect, kindness, consideration and sympathy. Each one of them differs from all other individuals and many of them have attractive personal traits and characteristics. But it is a serious matter to undertake the guardianship and supervision of a mental defective. Few such experiments are successful. Many end in disaster.

#### PERMANENT CARE AND CONTROL

In New Zealand there are now 1,885 boys and 1,281 girls "on the books" of the Industrial Schools and consequently cared for under the *Industrial School Act*. The thirty-ninth annual report of the Minister of Education for New Zealand states that of the above number there are "27 young women and 5 young men more than 21 years of age; and control of them is maintained under the law that provides for detention beyond that age of any young person who is shown, to the satisfaction of a Magistrate, to be morally degenerate or otherwise, in the public interest, unfitted to be free from guidance. These cases will be reviewed every four years, and by like procedure detention may be indefinitely prolonged. The power of placing out applies as though the inmate were under 21. At each hearing counsel is provided at Government expense for the person concerned.

"By similar provisions in the Education Act young people of feeble mind may be detained under the guidance of special schools. In this way lifelong control will be retained in case of necessity, and thus the public interest and that of young people who, without support, must surely fail signally in life, are effectively safeguarded."

#### TRAINING OF TEACHERS FOR AUXILIARY CLASS WORK

Five Special Courses for Teachers of Special Classes are now established in England. The Central Association for the Care of the Mentally Defective has two short courses at Birmingham, an Advanced Course and an Elementary Course, the staff including such distinguished and well known experts and experienced teachers as Dr. Potts, Dr. Meredith Young, Mr. Cyril Burt, and Miss Bridie, Superintendent of Special Classes in Birmingham, and others.

The Central Association also through its Education Committee, and with the co-operation of the London County Council Education Committee, arranged for a Summer School for Teachers of Mentally Defective children at Bedford College, Regent's Park, London, N.W., July 10 to July 29, 1916.

## LIVERPOOL EDUCATION COMMITTEE

A scheme for the training of teachers for Special School work was begun by the Liverpool Educational Authorities in Sept., 1915, and the course was continued to the end of the year. From a report published by Mr. J. G. Legge, Director of Education in Liverpool, it is learned that the course was highly successful. Half the time was spent in attending lectures and demonstrations and the remainder in observation and practical work at the Liverpool Special Schools.

Thirty-six lectures were given altogether on the medical aspect of mental deficiency, on psychology and on the Mental Deficiency Act and other legislation as well as on the organization and management of Special Schools. All these were by well-known authorities. The teachers who were admitted to the course were required to have had five years' teaching experience. Twenty-five teachers attended the course.

## MANCHESTER EDUCATION COMMITTEE.

At the Manchester Municipal Day Training College, in 1915-16, twenty-five students, all certificated teachers, completed a course of one year specially intended and arranged to fit them for service in Special Schools. This is probably the most extensive and most successful course yet given for Special School Teachers. Manchester, with its fine system of Special Schools, its Libraries and its accomplished and experienced educationists is one of the best places in the world to undertake such work. The same course, with some additions, is going on for 1916-17.

Principal Cann of the College, thus refers to the course:—

“All the work—with the possible exception of English—bore directly upon the professional side. The College Staff were responsible for the greater part of the course, but we had the advantage of the services of the Committee's Superintendent of Manual Instruction for the Handwork, of the Superintendent of Granby Row Centre for the Housewifery, and of the Committee's Chief Medical Officer and a member of his Staff for medical lectures. In connection with the gardening we are much indebted to the City Parks Committee. There is no doubt that Special School teachers should know something of Nature Study, and it was believed that the students would be more likely to gain knowledge useful to them hereafter, if the work done in the botanical laboratory were supplemented by actual gardening experience. There was, too, the hope that the time will soon come when no Special School shall be regarded as sufficiently equipped unless it has its school garden, or at least some adequate provision for allowing the children to grow things for themselves. The City Parks Committee were approached, and at once kindly granted the College the exclusive use of what had once been the kitchen garden of a private estate recently added to Platt Fields, one of our City Parks. The garden had lain fallow for some years and was covered with weeds. The students spent one morning per week in this garden. They did the whole of the necessary work, and succeeded in cultivating most of the common vegetables and some of the flowers and fruit-bushes to be found in a typical English garden. The chief official of the City Parks showed keen personal interest, and made time to come to talk to the students for a few minutes every week.”

The work was highly approved of by the Board of Education (Department of Education). The official report concludes as follows: “In their classes at the College, as in the schools, the students showed great zest, animation and, at the same time, independence. Their experience as teachers made them quick to per-

ceive the practical value of what they were told or observed; and, without being opinionated or argumentative, they could discuss their work as students or as teachers with sense and confidence."

### NORMAL SCHOOLS

The training of teachers for Special Classes for backward and mentally defective children is beginning to be taken up in Normal Schools. This has already been done in Michigan State Normal College at Ypsilanti and New York State Normal School at Oswego where a course was inaugurated in Sept., 1916, for Supervisors of Special Classes.

It is open to those who have some special gifts adapted to this work and who already possess a normal diploma. The course will cover a year of theory, observation and practice. A special diploma will be issued authorizing graduates to teach, organize and supervise classes for sub-normal children.

### THE NATIONAL SPECIAL SCHOOLS UNION

The eighth Biennial Conference of the National Special Schools Union, which was held in Manchester on October 26th, 27th and 28th, 1916, was a memorable one. The remarkable inquiry by Mr. S. Hey, Director of Education, Manchester, on the subject of Juvenile Crime would alone suffice to give the occasion more than usual importance. There were a number of other papers, each one of which was significant and valuable, among which may be mentioned, Home Visitation and After Care, by Miss Evelyn Fox, Secretary of the C. A. C. M. D., and Mr. Dodd's paper on a Diploma for the Special Schools Teacher.

The National Special Schools Union has made great progress during the year, and is now an incorporated association with a Constitution, Articles, By-laws, and Regulations for its Diploma. The chief aims of the Union are:—

To use every means to advance the methods of the education of mentally defective and physically defective children.

To enlist the sympathy and active interest of the general public in their behalf.

To consider and evolve the best methods of training teachers for special school duties.

To promote the interests of Special School Teachers and form an organized body to undertake the Training of Special School Teachers and the granting of Diplomas and Certificates of Competency.

### MAGAZINES FOR AUXILIARY CLASS WORK

There are now special journals and magazines for teachers of Auxiliary Classes which will be found not only interesting, but of great advantage in enabling such teachers to maintain their interest in the work and follow its progress closely. One of these is "The Special Schools Quarterly," published in Manchester, England, and the other "Ungraded," published in New York City.

### BEGIN IN THE SCHOOL

Those who are engaged in the study of any of the numerous problems connected with mental defect are realizing more and more that the key to these problems is in the hands of the Educational Authorities. There is no reason

why children who are to be children all their lives and cannot grow up except in a physical sense should not receive the lifelong care and supervision they require. Why leave them at the mercy of the world to become useless, idle, vicious, immoral or criminal? They can be trained to be useful, almost self-supporting, if granted the care that children always require, and they may remain innocent of all except childish sins and waywardness if good supervision by those who understand them is provided for them. Training Schools and Farm Colonies on the Cottage plan, in which the great majority of pupils from our Training Classes could be placed when the proper time comes, give the only solution to the problem, (unless the family is able to provide the necessary lifelong care, guardianship and supervision).

Public opinion is rapidly moving in this direction as shown in utterances at public conferences and at other opportunities. The Annual Conference of the Massachusetts Society for Mental Hygiene, one of the Societies recently established in many of the American States to promote the better care of insane and mentally defective persons, held five sessions at Boston, Dec. 13th to 15th, 1916. Every one of these five sessions was devoted to the discussion of some aspect of mental defect, and besides several papers at other sessions relating to mental defect in children, two of the sessions were entirely devoted to mentally defective school children, and what should be done for them. The titles of some of the most important papers were:—

“How Can We Discover the Children Who Need Special Care?”

“The Functions of Special Classes for Defective Children in the Public Schools.”

“Possibilities of Outlining Work for Subnormal Children Along the Line of Productive Labour.”

“Eighteen Years’ Experience in Special Class Work in Springfield.”

“After-Care Work of Children Discharged from Ungraded Classes in the Public Schools of New York City.”

#### ONTARIO EDUCATIONAL ASSOCIATION

On April 25th, 1916, at a joint meeting of the School Trustees’ Department, the Inspectors’ Department and the School Hygiene and Physical Training Department, addresses were given by Dr. C. K. Clarke, by the Inspector of Auxiliary Classes and others, on the subject of the Care of Mentally Defective Children, and the following resolution was ordered to be prepared and presented to the Ontario Educational Association, by whom it was unanimously passed upon the same date.

Moved by Dr. James L. Hughes, seconded by Rev. James Buchanan, That the Ontario Educational Association heartily appreciates the action of the Ontario Government in establishing Children’s Courts and in passing the Auxiliary Classes Act; and strongly recommends that steps be taken as early as possible to awaken public sentiment throughout Ontario to a recognition of the imperative need for a sufficient number of institutions on large farms to provide for the training of the feeble-minded of the Province; and that a Committee consisting of Dr. James L. Hughes of the Physical Training and School Hygiene Section, Col. J. E. Farewell, K.C., of the Trustees’ Section and Dr. J. H. Putman, of the Inspectors’ Section, be appointed to secure the co-operation of the Government of Ontario in preparing circulars of information in regard to this important matter, and in sending them to the newspapers, the Teachers’ Associations, the Inspectors of

Schools, the Ministers of all religious denominations, the Mayors of cities and towns, and the County Councils, and to request the Department of Agriculture to instruct its county representatives and the conductors of Women's Institutes to do all they can to make the facts in regard to the number of feeble-minded known to the people so that they may understand the duty of the Province and of the municipalities to the unfortunate mental defectives themselves, and the need for taking definite steps for the reduction of the number of feeble-minded, and for the protection of the whole community.

#### BOOKS ON AUXILIARY CLASS WORK

All the recent books on Medical Inspection of Schools, School Hygiene, and related subjects contain special and sometimes extended reference to Auxiliary Class work for different types of children who require special care on account of mental or physical defects or disability.

The new edition of Newsholme's School Hygiene (re-written by Dr. James Kerr), for example, contains a valuable chapter on "The Care of Abnormal Children" from which the following quotations are made:—

"Many children in consequence of physical or mental defects drift behind their fellows within the scope of ordinary school work. Many tubercular children who have been bedridden are backward and seem defective simply from want of the education of natural experience, quite apart from schooling."

"It is difficult to say where the boundary is to be fixed; education is chiefly directed to the development of mental qualities, to making 'potentialities into powers.'

"Those persons are feeble-minded who fail to reach a certain general level of mental qualities; these are, however, not a class apart, any more than are the highly gifted. There is, indeed, a continuous graduation from the one to the other end of the scale."

#### MENTAL TESTS

In the Journal of Educational Psychology and other periodicals devoted to the study of educational matters much space has been devoted during the year to the discussion of mental tests, without any very definite results. To a certain extent, the examiner must select, sometimes forge, his own tools, and the responsibility of making the diagnosis of mental defect should not be placed upon the teacher, but upon a medical expert, though at the same time the assistance of the teacher is invaluable and often almost indispensable to the expert medical examiner.

#### THE PORTEUS TESTS

It has often been remarked that the Binet-Simon Tests measure chiefly the ability to deal with ideas expressed in words and are inadequate as a measure of mechanical or executive ability. Other tests are therefore desirable and many others are useful, though the Binet-Simon Tests have been and are, of the greatest service.

A series of Intelligence Tests of considerable interest was presented in a paper before the Annual Meeting of the British Association, in Melbourne, Victoria, Australia, in 1914, by Mr. S. D. Porteus, Head Teacher of the School for Mental Defectives, Bell St., Fitzroy, Melbourne.

The paper was republished in full in the *Journal of Educational Psychology*. The Porteus tests consist of eleven large diagrams of a cross, star, etc. (The 3-year diagram, 4-year diagram, etc.) of graded complexity and difficulty, intended to be used by children of 3 to 13 years of age. The test consists in following the outline of the figure with a pencil, keeping within the guide lines, and is thus a motor test. More than one trial is allowed, and opportunity offered to the child to profit by any mistake and set it right.

These tests have now been in use for some time and it may be specially noted that while the Binet tests are to some extent dependent on previous instruction, and are therefore partly Educational Tests, the Porteus Tests are more directly Intelligence Tests.

A brief description of this series of tests as given by Mr. Porteus is published in the Annual Report of the Minister of Education, for Victoria, 1916, from which the following extracts are taken.

The series of tests aims at testing certain mental capacities which are not touched by the Binet tests. These capacities are prudence, foresight, general mental alertness, and power to profit by experience. Naturally, all these have an important bearing when we attempt to estimate intelligence.

As temperament affects the person's success in life so largely, the new tests are particularly useful in enabling us to forecast the probable progress of the child. The Binet enables us rather to assess the child's past progress. The two series, then, should be used in conjunction.

The usefulness of the series as a general intelligence test may be gauged by the figures showing its correlation with the Binet, contained in the following table:—

TABLE SHOWING DIFFERENCES IN THE ESTIMATES OF MENTAL AGE OF 300 CHILDREN PER BINET AND PER PORTEUS SERIES

Difference of one year or less in estimated mental age ..... 216 cases.

Difference of more than one year in estimated mental age ..... 84 cases.

Total children examined by two series ..... 300 cases.

It will be seen that in 72 per cent. of the cases, there is a close correlation between the results by the two series. It is the other 84 cases which are the most interesting. Many of these are on the borderline of mental deficiency, and the new series has, in these cases, proved of great diagnostic value.

The tests have been arranged to suit the intellectual level of the dull, rather than that of the average normal child, though the method of scoring adopted for higher ages makes the tests more difficult.

#### THE INTELLIGENCE QUOTIENT

This term is now used somewhat frequently. The "Intelligence Quotient" is obtained by dividing mental age by chronological age and is sometimes regarded as a criterion of the grade of intelligence. For example, if a person 20 years of age has the mental development of a child of ten, the Intelligence Quotient is  $\frac{1}{2}$ .

or  $\frac{1}{2}$  and there can be no doubt that the person in question is feeble-minded. The statement is made that an Intelligence Quotient of .75 indicates mental defect, but there are exceptions to this rule.

#### RESEARCH

The field of Educational Research has hardly been touched; we scarcely ever notice when children are unusually gifted. Most likely we think of them as troublesome. We know very little about mentally-defective children, but probably we know less still about the normal child.

#### NATIONAL SPECIAL SCHOOLS UNION

The Research Committee of the National Special Schools Union in England have had a good year. They felt, even in a time of war, that Special School Teachers should prepare without delay data and information regarding the capacities, abilities and disabilities of their pupils. Over 2,400 copies of a questionnaire dealing with these subjects have now been forwarded to 164 different schools, and about one-third of the Forms have already been completed and returned. There is no doubt this enquiry will ultimately lead to valuable results.

#### THE BUCKEL FOUNDATION

The Buckel Foundation was established by Dr. Annette Buckel, who, at her death in 1913, left her estate of from \$10,000 to \$15,000 for the benefit of mentally defective children. Stanford University accepted this bequest and doubled the amount. As mental deficiency cannot be advantageously studied without reference to other types of mental deviation and to the laws of normal mental development, research is carried on, under the Foundation, for backward and feeble-minded children, delinquent or potentially delinquent children, nervous, morbid, or psychopathic children, children of superior ability, and normal children.

This foundation under the direction of Prof. Terman and Mr. J. Harold Williams, has already done much valuable work. Its present aim is wisely limited to research and the training of teachers.

#### RESEARCH AT WHITTIER SCHOOL

The Research Department of Whittier State School, Whittier, California, has now been organized, with Mr. J. Harold Williams as Director and Mr. Cowdery, of the Eugenics Record Office as Field Worker. The first Bulletin on Defective, Delinquent and Dependent Boys was issued in December, 1915.

The following are the aims of the Department:—

1. To determine the intelligence level of each boy upon entering the School.
2. To investigate the nature and causes of his delinquency, dependency, or other reason for commitment.
3. To inquire into his social status, and to collect data concerning his educational training, opportunities and other environmental factors.
4. To collect data concerning his personal history, and that of his family, and to inquire into any factors which might throw light upon the hereditary and environmental influences.

5. To give mental and physical tests at regular intervals during his stay, and to advise with the Superintendent and other officials concerning the training he is to receive.

6. To obtain information concerning his conduct and the degree of success after he has been paroled or dismissed from the School.

7. To carry on detailed investigation as to the causes and consequence of juvenile delinquency, dependency, and other problems relating to the work of the school.

The study goes on to point out that about one-third of the boys committed by the Juvenile Courts are feeble-minded and that they are sent to the State School because they are often not recognized as defective and there is no other place to send them. Among 400 boys at the School, 61 per cent. were either feeble-minded or borderline.

The second Bulletin on Intelligence and Delinquency is an important contribution to the study of this subject. Of 215 boys examined at the School, only 47 per cent. were found to be normal, and of these, 27 per cent. of the whole were "dull normal."

"Intelligence, school progress, heredity, environment, delinquent conduct, and a multitude of other problems related to delinquency constitute a rich field for scientific investigation. It is already being realized in institutions and Juvenile Courts that the thousands of dollars annually expended for the care, treatment, and guidance of delinquents can be much more efficiently and wisely spent if a reasonable amount is devoted to the careful study of the problem."

#### THE JOURNAL OF DELINQUENCY

A new periodical devoted to the scientific study of problems related to social conduct has been established by the Department of Research in the Whittier State School, Whittier, California, the first number appearing in March, 1916, under the title of the *Journal of Delinquency*.

The Editor is Mr. J. Harold Williams, Director of the Research Department at Whittier State School. The result of an enquiry into the mental status of the girls at the California (Industrial) School for Girls, by Dr. Grace M. Fernald, is given in this number. It is briefly as follows: Of 124 girls, 34 per cent. were found distinctly mentally defective. The ages of these girls were from 17 to 18 years, but their mental age was only from about 9 to 10 years.

The information obtained by a psychological study of these girls has been found of great practical use in the management of the school as the following extracts will show.

"As soon as a case of discipline arises, the Superintendent looks up the case in the card index, and if she finds the girl defective, handles her much as she would a little child.

After the first few months little emphasis is placed on formal schooling. The feeble-minded group is taught by separate teachers and formal school subjects dropped as soon as it is evident that the girl has acquired whatever formal knowledge she is capable of using. The main emphasis throughout is placed on skill in certain lines of work in which it is possible for one of limited mentality to become proficient. The work for the feeble-minded is made as mechanical as is necessary to fit the case. The child is taught to do some one mechanical thing as efficiently as possible. If a new adjustment is considered necessary the feeble-

minded child is given adequate explanation of the situation and abundant time to acquire the new reaction. No sudden adjustment to a complex situation is ever expected of her.

The result of this method of handling defectives is that they give very little trouble, that they are really the best behaved, hardest working and happiest members of the community. Under present crowded conditions they are much less distressed than the normal by the routine and close quarters. The obligation upon the part of society to properly look after the feeble-minded seems to us the more obvious as we see the ease with which they are cared for and made contented under proper institutional conditions.

Every feeble-minded girl who has gone out from the school as the law allows, at the age of twenty-one, has come to disaster. We are hoping the time will not be far distant when the State will exercise custodial care, of a kind but efficient type, over these unfortunate individuals. The public must be made somehow to understand that in a simplified universe these people are capable, not only of being happy, but of doing enough mechanical work to make themselves more or less self-supporting. It must understand thoroughly that every feeble-minded girl who is turned out to make a living under the complex social and economic conditions of the present day has just one life open to her."

#### CONCLUSION

Auxiliary Classes and Medical Inspection of Schools will help to improve our Educational System. "There never has been a time, when interest, patriotism, and honour alike may more justly be pleaded in support of a generous endeavour to remedy the deficiencies of our educational system. With the unexampled destruction of life and property entailed by the war, there will come an unexampled call to make the most of the brains and hands of the coming generation, whose task it will be to replace the loss."\*

There can be only one objection to Auxiliary Classes—the additional cost. The cost may seem an objection till we consider more closely the real state of affairs. If the teacher of forty-five children "feels as if she had nothing to do" when the two mentally defective children are away and she has only forty-three normal children to teach, that means that she is wasting her time and the time of forty-three normal children trying to do the impossible for the two mentally defective children. The saving which might be made would pay the expense of our Auxiliary Training Class and leave a handsome balance to our credit in money as well as in things of much greater national value than money.

Each Auxiliary Training Class would provide for 16 mentally defective children and so save all this waste for eight such classes, that is for eight teachers and 344 normal children.

If the teacher of 45 children finds that it is "like heaven" when her one mentally defective boy is absent, why should it not be "like heaven" all the time in that class? The mentally defective boy would find his "heaven" in the Auxiliary Training Class. The waste caused by leaving him in the ordinary class could be saved for 16 such teachers and for 704 normal children by having one Auxiliary Training Class.

Moreover, anyone who knows anything about our unsuccessful fellow-citizens, those who belong to the submerged tenth, knows that in many cases, the unsuccess

\*Prof. Muirhead, Birmingham University.

is caused largely by some overwhelming handicap. Partial loss of sight or partial loss of hearing, or physical disablement, or loss of health is heavy handicap enough without the heavier handicap of illiteracy. The Auxiliary Class can rescue these children, and help to make nearly everyone of them an independent citizen, and not a dependent. That would be the biggest and best saving of all for them, and for us.

If ten per cent. more outlay on education means twenty or fifty or one hundred per cent. better results from our education, should we hesitate to make the investment by giving Medical Inspection of Schools and Auxiliary Classes a fair trial?

# THIRD ANNUAL REPORT

OF THE

# Inspector of Auxiliary Classes OF ONTARIO

1917

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PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO

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ONTARIO  
DEPARTMENT OF EDUCATION

TORONTO

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To THE HONOURABLE H. J. CODY, M.A., LL.D.,

*Minister of Education for Ontario:*

SIR,—I have the honour to submit herewith the Third Annual Report upon Auxiliary Classes in the Province of Ontario.

I have the honour to be,

Sir,

Your obedient servant,

HELEN MACMURCHY,

*Inspector of Auxiliary Classes of Ontario.*

TORONTO, July 10th, 1918.



THIRD ANNUAL REPORT  
OF THE  
AUXILIARY CLASSES IN ONTARIO  
1917

One of the most important events of the year in the history of Auxiliary Classes in the Province of Ontario, was the first payment of a special Government grant under the provisions of the Auxiliary Classes Act, the order-in-council (which authorized the payment of a special grant to Auxiliary Classes complying with the special Regulations) having been passed on the 5th day of November, 1917.

These special grants are not, as will be readily seen, payable for all the Auxiliary Classes mentioned below, but only for those classes organized as directed in the following Regulations.

There are now in Ontario 35 classes and schools which may be considered Auxiliary Classes and schools respectively, as follows:

Promotion Classes .....	2
Parental or Industrial Schools .....	4
Open Air Schools .....	2
Open Air Classes .....	2
Hospital Classes .....	2
Sanatorium Classes .....	4
Institution Schools .....	15
Training Classes .....	4
	—
	25

## REGULATIONS FOR AUXILIARY CLASSES

1. The Ontario Auxiliary Classes Act was passed in April, 1914.

Under the above-mentioned Act the following classes may be recognized:—

1. ADVANCEMENT CLASSES for children who are far above the average both physically and mentally.

2. PROMOTION CLASSES for children who are backward on account of some remediable cause, but are not mentally-defective.

3. ENGLISH CLASSES for children or adults of recently-immigrated non-English speaking families who need special instruction in English for a short time.

4. DISCIPLINARY CLASSES and PARENTAL SCHOOLS for those children whose conduct, home conditions, or environment render instruction in such classes necessary.

5. OPEN AIR SCHOOLS and CLASSES for delicate, anæmic or under-nourished children, held in forests, parks or fields, or in class-rooms one side of which at least is open to the sun and outer air.

6. HOSPITAL CLASSES for patients in children's hospitals or wards or homes for incurable children.

7. SANATORIUM CLASSES for tuberculous children or children in sanatoria.

8. AMBULANCE CLASSES for disabled children.

9. SPEECH CLASSES for children who suffer much from stammering, stuttering and other marked speech defects.

10. MYOPIA CLASSES for children whose sight prevents them from making satisfactory progress even when they are provided with proper glasses and placed in the front seat, or whose sight would be further impaired by using the ordinary text-books and other means of instruction.

11. LIP-READING CLASSES for children whose hearing is so poor that even when placed in a front seat they cannot hear enough to make satisfactory progress, or who may require to learn lip-reading on account of the danger that they may become absolutely deaf.

12. INSTITUTION CLASSES, that is, Public or Separate School classes for inmates of Children's Homes, Children's Shelters, and Orphanages. There are many children in such Institutions who would otherwise be eligible for admission to one or other of the above-mentioned Auxiliary Classes.

13. SPECIAL CLASSES for children suffering from Epilepsy.

14. TRAINING CLASSES for children who are mentally-defective, but who can be educated or trained, and whose mental age is not less than the legal school age.

2. Unless otherwise directed by the Minister on the Report of the Inspector of Auxiliary Classes, or unless otherwise provided in the Auxiliary Classes Act or in the following Regulations, Auxiliary Classes and Schools shall be subject to the Regulations of the Public and Separate Schools of Ontario, but in regard to the Organization of the Courses of Study, the Syllabus may be modified as provided for in Regulation 15.

3. (1) All new Auxiliary school sites and all additions to the old ones and all plans of new Auxiliary schools or of additions to the old ones, shall be subject to the approval of the Minister on the report of the Inspector of Auxiliary Classes, and a copy of such approved plans shall be filed in the Department of Education before the erection of the building is proceeded with.

(2) Suitable and adequate equipment shall be provided for each Auxiliary Class according to the special needs of the pupils and as directed by the Minister from time to time on the report of the Inspector of Auxiliary Classes.

4. Every teacher of an Auxiliary Class shall have taught not less than three years in an Ontario Public or Separate School, and in addition shall hold an Auxiliary Class Teacher's Certificate.

5. A temporary Auxiliary Class Teacher's Certificate may be granted for a period of not more than one year by the Minister of Education on the report of the Inspector of Auxiliary Classes.

6. (1) The number of pupils on the roll of an Auxiliary Class shall not exceed 32, except in the case of Open Air Classes, where such number shall not exceed 40.

(2) The number of pupils on the roll of Hospital Classes, Ambulance Classes, Special Classes and Training Classes shall not exceed 16.

7. In Institution Classes not more than two grades may be taught in any one class and the Time Table shall be subject to the approval of the Inspector of Auxiliary Classes.

**8.** In Hospital Classes, Sanatorium Classes, Ambulance Classes, Special Classes and Training Classes, individual instruction shall be given by the teacher whenever required. These classes shall assemble not later than 9.30 a.m., and may be dismissed fifteen minutes before the hour of dismissal of the regular Public or Separate School classes, but in no case shall they be held for less than four hours a day, except with the approval of the Inspector of Auxiliary Classes.

**9.** The Legislative grant for Auxiliary Classes will be apportioned annually, as follows, for the preceding School Year, on the report of the Inspector of Auxiliary Classes, to each Board that complies with the Regulations:

(a) A fixed grant of \$100.00 for each Auxiliary Class.

(b) Fifty per cent. of the excess of each Auxiliary Class Teacher's salary over the usual annual salary paid by the Board to the teachers of corresponding grades of the Public or Separate Schools. Maximum grant \$50.00.

(c) Twenty per cent. of the value of the approved special equipment for the Auxiliary Class or Classes. Maximum grant \$100.00.

(d) An annual grant of \$100.00 for approved vocational training in Gardening, Farming, Household Work, Industrial Work, given to not fewer than 16 pupils in any Auxiliary Class by a competent instructor.

**10.** If in any year the amount voted by the Legislature of Ontario for Auxiliary Classes is insufficient to pay the grants in full, the Minister may make a *pro rata* reduction.

#### School Medical Inspection

It is not possible to give reasonable consideration to the case of the child who needs special education without realizing that first of all we must have an adequate, vital, and properly organized system of School Medical Inspection for all our schools and school children.

Sir George Newman, Chief Medical Officer of the Board of Education, England, in his Annual Report published in 1917, sums up briefly as follows some of the essential items in the new Preventive Medicine of the Child and the Adolescent and remarks that these illustrate the means by which the normal child, who, after all, is more important to the nation than the deficient child, may grow strong, healthy and capable.

"The irreducible minimum which will yield the results that the nation requires is as follows:

(i) That every child periodically come under direct medical and dental supervision, and if found defective shall be 'followed up.'

(ii) That every child found mal-nourished shall, somehow or other, be nourished, and every child found verminous shall, somehow or other, be cleansed.

(iii) That for every sick, diseased, or defective child, skilled medical treatment shall be made available, either by the Local Educational Authority or otherwise.

(iv) That every child shall be educated in a well ventilated school-room or class-room, or in some form of open air school-room or class-room.

(v) That every child shall have, daily, organized physical exercise of appropriate character.

(vi) That no child of school age shall be employed for profit except under approved conditions.

(vii) That the school environment and the means of education shall be such as can in no case exert unfavourable or injurious influences upon the health, growth, and development of the child."

### The Development of Auxiliary Classes

The development of Auxiliary Classes in different countries has been marked in recent years. In England and Wales there were 397 Special Schools in 1915, 403 in 1916, and 423 in 1917; as follows:

	Number of Schools	Present Accommodation for Pupils
Blind . . . . .	50	2,791
Deaf . . . . .	51	4,676
Mentally defective . . . . .	191	15,068
Physically defective . . . . .	64	5,623
Tubercular . . . . .	34	1,935
Epileptic . . . . .	6	496
Open-air schools . . . . .	27	1,843
 Total . . . . .	 423	 32,432

But in the 1916 Report the following statement was given, based on returns from the Local Education Authorities, showing that a great many other children need instruction in Special Classes.

Physically defective children . . . . .	34,500
Mentally defective children (excluding imbeciles and idiots, but including a number of ineducable low-grade, feeble-minded children) . . . . .	30,800
Deaf and dumb children (including partially deaf) . . . . .	5,550
Blind children (including partially blind) . . . . .	4,250
 75,100	

In New York City where there are about 1,000,000 children enrolled in public and parochial schools, there are 81 classes for the anaemic, 1,938 pupils; 48 classes for the crippled, 935 pupils; 26 classes for the tuberculous, 541 pupils; 31 classes for the deaf, 290 pupils; 17 classes for the blind, 164 pupils.

Miss Elizabeth Farrell, Inspector of Ungraded Classes, points out in her Annual Report that to provide for 2,160 children who have been recommended by school principals for Ungraded Class work, and who have been found, after painstaking and thorough examination, to be in need of the specialized educational training afforded in Ungraded Classes, one hundred and thirty-five new classes are needed. There were in 1917, 237 ungraded classes, and approximately 4,000 mentally defective children were on register.

### Retardation

It is encouraging to note that public interest in our schools is increasing. The Bureau of Municipal Research has helped to secure this improvement in Toronto. The retarded child should receive a great deal more attention than he does, and the *Reason* of retardation should be sought diligently till it is found. There are retarded pupils in our schools who should not be retarded. We must remove the obstacles from their path and see that they are not kept back and robbed of their educational birthright. Teachers who have special ability and training to understand and help retarded children are urgently required. Such teachers could work in charge of "Promotion Classes" or could be assigned to visiting work in school and home. The following charts of the Bureau of Municipal Research, Toronto, are presented in connection with this subject. Chart II is a summary of Chart I.

CHART I  
**Distribution of Children in Toronto Public Schools according to Ages and Grades of September, 1916**  
 (Using the standard of prevailing types)

Grade	4 Yrs.	5 Yrs.	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.	20 Yrs.	Total
Junior 1	2	302	<b>4,064</b>	<b>4,503</b>	1,642	365	80	20	13	4	2	1	—	—	—	—	—	<b>10,998</b>
Senior 1	—	1	129	<b>1,969</b>	<b>3,012</b>	1,402	428	132	49	11	3	—	—	—	—	—	—	<b>7,136</b>
Junior 2	—	—	3	301	<b>1,975</b>	<b>2,343</b>	1,328	509	241	80	17	—	—	1	—	—	—	<b>6,798</b>
Senior 2	—	—	—	44	658	<b>1,855</b>	<b>1,865</b>	1,156	534	193	40	1	—	—	—	—	—	<b>6,346</b>
Junior 3	—	—	—	3	90	796	<b>1,822</b>	<b>1,844</b>	1,368	683	123	19	6	—	—	—	—	<b>6,754</b>
Senior 3	—	—	—	—	2	123	680	<b>1,518</b>	<b>1,678</b>	1,149	265	50	9	—	—	—	—	<b>5,474</b>
Junior 4	—	—	—	—	—	13	190	837	<b>1,418</b>	<b>1,352</b>	509	141	16	2	—	—	—	<b>4,478</b>
Senior 4	—	—	—	—	—	—	17	208	713	<b>1,253</b>	<b>882</b>	327	52	6	1	—	1	<b>3,460</b>
Totals..	2	303	<b>4,196</b>	<b>6,820</b>	<b>7,379</b>	<b>6,897</b>	<b>6,410</b>	<b>6,224</b>	<b>6,014</b>	<b>4,725</b>	<b>1,841</b>	<b>539</b>	<b>83</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>51,444</b>

CHART II

Grade	No. of children young for their grade	No. of children normal age for their grade	No. of children old for their grade	Total
Junior 1.....	304	8,567	2,127	10,998
Senior 1.....	130	4,981	2,025	7,136
Junior 2.....	304	4,318	2,176	6,798
Senior 2.....	702	3,720	1,924	6,346
Junior 3.....	889	3,666	2,199	6,754
Senior 3.....	805	3,196	1,473	5,474
Junior 4.....	1,040	2,770	668	4,478
Senior 4.....	938	2,135	387	3,460
Totals.....	5,112	33,353	12,979	51,444

### Promotion Classes

There are two classes in Toronto of the type of "Promotion Classes," one in Lansdowne School and the other in Queen Alexandra School. In the latter, where excellent work is done, the children belong to grades varying from Junior 1st to Senior 3rd. Unfortunately, a number of children, whose backwardness is really due to mental defect, have been admitted to this class.

The teacher has been particularly successful in helping backward children. There are seventeen boys, and seven girls in the class; and a number have already been promoted to higher grades.

The Promotion Class in Lansdowne School is attended by 21 children; 16 boys and 5 girls.

The children belong to grades Junior 1st to Senior 3rd. Some of these children are neglected and backward, but there is no doubt that a number of them are mentally defective and they should be transferred to an Auxiliary Class of the "Training Class" type. The teacher is doing good work for these children.

### Protection and Prevention

The parent, the good citizen, the school principal, the teacher, the school medical inspector and the school nurse can in numerous cases anticipate and prevent the need of the Juvenile Court and the penal and criminal institution.

To build up a good and noble character from early childhood is the one way to promote good and noble citizenship.

When temptation threatens and weakness shows itself is the time to step in—not when the enemy has prevailed. It is too late then to prevent, but not too late to think. Why has this child gone wrong? Is the fault in the home? In the community? Is the child sub-normal mentally, or physically, or both?

### Parental Schools

In the Province of Ontario there are four Industrial or Parental Schools, two for girls and two for boys. These are St. Mary's Industrial School for girls, Toronto, the Alexandra Industrial School for girls, East Toronto, also the St. John's Industrial School for boys, East Toronto, and the Victoria Industrial School for boys, Mimico. These have all been inspected during the year.

Most of the inmates are committed by the Courts and many are sent from the Juvenile Court, Toronto. A very large proportion of these are mentally defective. The presence of these poor boys and girls in our Industrial Schools is a great obstacle to work and progress. Mentally defective children should never be placed here but should be in an institution adapted for them and for them alone. This is a very serious state of affairs and urgently calls for reform.

So far as can be ascertained, no serious increase in the number of juvenile offenders, comparable with that which has taken place in Great Britain, has occurred in Canada.

#### JUVENILE OFFENDERS

*The British Medical Journal* in a general discussion of the subject "The Child and the War," quotes Mr. Cyril Leeson, Secretary of the Howard Association. It appears that statistics issued by the Home Office show that during the war there has been a considerable increase in the numbers of juvenile offenders, and especially of juvenile thieves. Inquiries made of the police of seventeen of the largest towns showed that the total number of children and young persons charged with punishable offences between December, 1915, and February, 1916, was 34 per cent. larger than it was twelve months previously. A "child" it may be added, is technically a boy or girl under the age of 14, a "young person" is one aged 14, but under 16 years old.

According to Mr. Spurley Hey, of Manchester, children exhibit the greatest tendency to commit offences when they are twelve or thirteen years old. On account of the war about five million men have been withdrawn from home life, with the result that parental discipline is now far more lax in the home than it was before the war. And, finally, many a child and young person now earns ten or twenty shillings or more a week in wages; what is more natural than that such juvenile wage-earners should at times succumb to the temptation to "paint the town red."

Mr. Leeson writes with a thorough knowledge of the facts and a deep sympathy with the whole subject, and does not in any way minimize the seriousness of the recent increase in juvenile delinquencies. It is consoling to find that he takes a reasonably optimistic view of the position. He points out that the children of to-day find authority at a discount, control lessened, facilities for naughtiness of every kind increased. Even for adults the world is now a harder place to do well in than it was before the war; it is not likely to be less hard for inexperienced children from whom guidance is withheld.

Mr. Leeson has remedies for the present anomalous state of affairs. He would have magistrates apply the Probation of Offenders Act (1907) more thoroughly and fully than they do; for example, juvenile theft should be met by a period of probationary supervision, and in addition by the infliction of a fine that will bring home to the parents the fact that an offence has been committed. He would increase the number of the salaried women, whose duty it is to keep the juvenile delinquents under supervision. He suggests that in each locality should be formed a council for the care of children during the war, and that it should attend to the needs of children who are "difficult" at home as well as to those of the delinquents. He holds that too many children have been sent of late to industrial or reformatory schools, which should be kept for the worst offenders only. He discusses the question how far cinema shows may properly be held to have injured the moral sense of children, and advises the adoption of the Russian method of giving school teachers authority to permit or forbid the

attendance of their pupils at the cinema theatres. He argues that more should be done to occupy and amuse school children out of school hours, and concludes by a strong plea for the reintroduction of moral teaching into our schools. As he says, it is not enough that our educational methods should produce cleverness; they must produce also goodness.

### **Causes of Delinquency**

A good deal of research work has been done during the year with regard to the Juvenile Delinquent. Under the direction of the Ohio Board of Administration, Dr. Thomas H. Haines, Clinical Director of the Bureau of Juvenile Research has made a study of one thousand boys and girls admitted to Industrial Homes. By the regular Year Scale, Binet Simon examinations, and by the customary methods of determining feeble-mindedness thereby, fifty-seven per cent. of these juveniles (570 of the thousand) are mental defectives—definitely feeble-minded.

The following are two of the most important conclusions arrived at by Dr. Haines, as a consequence of this study.

The most conservative count, those who are feeble-minded by both the Year Scale and the Point Scale, yields a list of two hundred and thirty-nine, or twenty-four per cent. Of nearly all these it can be said they are so poorly endowed by heredity that reform is out of the question. The only means of preventing further delinquencies by these children is to protect them from the opportunities therefor. They are custodial cases, because they lack the "grey matter" necessary for an education which would ensure self-control. To keep them in reform schools is to wrong the reformable delinquents, and to waste the money which is being spent upon attempts to educate these subjects themselves.

What is most important to the Judge and to other arms of the social service dealing with the delinquent adolescent—his ability to think and to perform, his adaptability, the character of his loves and hates, and the tenacity of his purposes, must be learned by further testing and study of the organization of the delinquent's personality.

### **Forest Schools**

Two Forest Schools are carried on from May to September, under the direction of the Board of Education, Toronto. These are situated respectively in Victoria Park, and High Park, by permission of the owners, and the staff is appointed each year by the Board. It will be apparent that these arrangements must be regarded as temporary, to some extent at least; nevertheless there is no doubt that good work is done, and that the children improve, both in health and in their school work.

The sites in the two parks mentioned are excellent, but of course there is a difficulty as to the erection of buildings.

The High Park Forest School has three classes; Kindergarten, Junior and Senior First Book, Junior Second, Senior Second and Junior Third, with a total attendance of 116; and there are three open air class-rooms with platforms, seats and blackboards.

There are fifty little gardens, planted with vegetables.

The Victoria Park Forest School has also three classes and has a total attendance of 109. There are no Kindergarten pupils, but the other classes are much the same as in the High Park School.

A shelter and comfortable cloak-room accommodation ought to be provided, especially for wet weather.

Some vegetable gardens have been begun here also.

Both these schools have the advantage of the services of the School Dental Department, and also of the School Medical Inspectors and School Nurses.

#### Open Air Classes

The events of the last three years have done much to direct attention to the inestimable advantages of an open air life, a lesson which seems to require to be taught over and over again, as we are always forgetting it. Open air class-rooms and school-rooms regularly flushed with fresh air would do much to advance education. There are two open-air class-rooms in Ontario, both of them at Orde Street School, Toronto. One of these class-rooms is heated by radiators, and the other is not heated at all.

The latter plan does not seem to be advantageous, and it is advisable that both rooms should be heated by radiators.

The children look very well in both rooms and there is always a good attendance. The work seems to be going on well.

#### Open Air Schools and Physical Education and Medical Treatment

The Board of Education, London, Eng., has issued new Medical Grant Regulations, February 10th, 1917, announcing grants to the local authorities during each financial year in respect of the medical inspection and medical treatment of children attending public elementary schools and work auxiliary to medical treatment.\* The grant will be made on the basis of work done in the previous year. If, in the Board's opinion, the provision be adequate, one-half the total cost will be met by the grant. Grants will be made also in respect of the medical treatment and care of children at day or residential open-air schools certified by the Board of Education under the Elementary Education (Defective and Epileptic Children) Act, 1899. The grant will be made only in respect of schools for children suffering from tuberculosis, debility, or pre-tuberculous conditions, who, by reason of their physical condition, are likely to derive special benefit from attendance at an open air school. This provision puts open air schools on the same footing, as regards State aid, as the schools for the blind, deaf, mentally defective, and epileptic children. Many of these children are essentially salvable if given some extra care and food. If the grants are justified on the ground of compassion and of necessary special education for the seriously maimed and defective, some of whom will take no effective place in the national life, they must be still better justified for those who will in all probability be enabled to join the ranks of the healthy and happy members of the normal school.

Physical training—especially games are also to be encouraged. Grants will be given for the employment of competent persons to organize and supervise the physical training of children in public elementary schools. The intention is that there should be a grouping of the schools. For small areas a single organizer will be sufficient; in the larger areas assistant organizers working under the direction of a chief will be required. The duties of the organizer will be the oversight of physical training in the schools, including not only formal exercises, but also dancing, organized games and play, and swimming. The organizer will not undertake teaching systematically, but will visit the schools to watch the teachers themselves conducting lessons, and give advice and make suggestions to individual teachers after observation of their work. Demonstration lessons will be arranged for the teachers. It is recommended that the work of the organizer

should be closely associated with the School Medical Service, and that the school medical officer should have definite functions in respect of it. He should in particular exercise supervision over any remedial gymnastic treatment carried out by experts in connection with the school clinic. Both he and the organizer of physical training should co-operate not only in regard to the training of children already suffering from definite physical defects, but also in regard to the prevention of avoidable defects by means of exercises correctly taught and applied.

This new departure of the Board follows on lines which have already been traced out by some of the more energetic of the local education authorities. The reports of the value of the systematic cultivation in the schools of healthy exercises, play and games, and swimming, give grounds for the hope that the extension of this work will bring similar benefits to the rest of the school community. The games of the town school child but a few years ago were confined to marbles, knickers, leap-frog and tip-cat for the boys, with touch and skipping for the girls, all good enough in themselves, but lacking in that they did not foster the social instincts so well as such organized games as cricket and football, which were the common possession of the country lad and the public school boy. The change brought about in the last few years through the enthusiastic expenditure of time and energy by so many of the school teachers, has well earned this official approval.\*

#### Sanatorium Classes

At the Byron Sanatorium near London and also at the Hamilton Sanatorium and the Weston Sanatorium near Toronto, regular Public School Classes are carried on for the benefit of the children who are patients in these institutions, and the children as a rule make good progress with their school work. These classes are practically open air classes.

#### The Case of the Disabled Child

"And behold, Mr. Ready-to-halt came by with his crutches in his hand, and he was also going on pilgrimage."—*Bunyan's "Pilgrim's Progress."*

The disabled child was always a soldier, even before the war, and usually belongs to the Guild of the Brave. The ravages of war have brought home to the world the case of the disabled—man, woman, or child; and we are not likely to forget it in this generation. We have seen the disabled boy or girl taken to school in a little cart by a more fortunate brother or sister. Sometimes the disabled boy sits behind or in front of his brother on a bicycle. Even this not very good method is denied to some disabled children, and they do not get to school at all. Perhaps one of the lessons we shall learn from the war is to help the disabled of peace as well as the disabled of war. Conveyance, comfort and care are all disabled children want, and not a great deal of any of these three. It would be a good post for any good teacher to teach a class of such children and work out vocational guidance and opportunity for them, so that they shall earn a good living by and by. In this, again, the great work being done for the disabled soldier will help.

A recent paper† points out that we must:

1. Find types of work that the disabled can do.
2. Demonstrate to him the advantages of working.
3. Find the type of work that he can do and desires to do.

\* *The British Medical Journal.*

† Gilbreth.

4. Adjust him to the work.

5. Teach him to do the work.

6. Persuade the uninjured man that it is hardly respectable to do work that can be done by a disabled.

The Gilbreth "Motion Studies" have been of great value in the work. For example, they have assisted in developing typewriters specially adapted for the use of partially disabled persons. "By this means the motions of the shift keys are entirely dispensed with, and a legless, one-handed typist is enabled to equal the output of many of the commercial typists who are using but two of their ten fingers to-day; and a cripple, with but a single finger, can earn a good living. We have also found dictating machines of use in decreasing the number of variables against which the typist works. When provided with a dictating machine, a typewriter requiring no shift key action and with the rolls of paper properly attached, a willing one-hand worker can compete successfully with the average stenographer-typist with the old equipment, and perhaps in some cases be able to earn more money than before. He can, in a small office, handle successfully dictating machine, typewriter, adding machine and telephone.

"The use of, or adaptation of, existing devices by no means does away with the necessity of the most careful motion study and fatigue study of the operation. It is only through these that one is enabled to classify completely the motions involved, and to discover which ones of these can be handed over to available, securable, or inventable devices."

This progressive work will help us in our Auxiliary Classes for Disabled Children.

The physically defective child may be defined as one who suffers from "some defect or disease, other than a mental one, which seriously interferes with ordinary school life, and which is likely to operate against the efficiency of the child viewed as a prospective citizen."

Disabled children need education more than other children, in order to make up for their handicap, and often they are more intelligent and attentive than their more fortunate fellows. The greatest of all remedies is prevention, by means of healthy homes and houses, fresh air, good food, and exercise and medical care. But we must not neglect those for whom prevention is too late, for whom much can be done and it is worth doing.

"Viewed as potential citizens, under present circumstances they are likely to be brought up incapable of earning their livelihood. It appears to me that the problem of educating these children is especially urgent at present, for when the war is over money and men will be of the utmost importance in these countries, and the question of the well-being of the children will come more before the public and the State. I think it will be our duty as medical men to do all that we can to promote their welfare, and to endeavour to influence the public to take an interest in the problem of the delicate child; we must try to keep them alive, and it is cheaper to the State to educate them than to support them in later life out of the rates. It is, therefore, our duty, and also to our own interest, to endeavour, by means of attention to their mental, moral, physical, and technical education, to make them into useful, if not fully effective citizens, who will, in some cases at least, be capable of being self-supporting, instead of, as is too often the case at present, becoming human derelicts living entirely on charity or the public rates. (Dr. W. A. Winter.)

**Educative Convalescence**

A remarkable experiment, successful and happily accomplished, has been carried on during the year at the Heritage Craft Schools, Chailey, Sussex, England. Under the above title, Mr. Cyril L. Burt, Psychologist to the Education Committee of the London County Council, gives an account of it:—

“The scheme has been initiated by the genius and patriotism of the founder of the Guild of the Brave Poor Things. Its aim is not merely corrective; it is constructive. It seeks to combine a supervised convalescence for the body with a practical education for the mind.

“In the Spring of 1915 the first batch of crippled soldiers were welcomed in the Princess Louise Military Wards of the Heritage Craft Schools at Chailey. To each soldier were assigned two crippled boys as orderlies. As far as possible the infirmities of the orderlies matched the infirmity of the soldier. The boy who from infancy has worn a particular kind of artificial limb can best assist a soldier to accustom himself to a similar support. One man had lost both legs. His legless orderly taught him how to get up and how to get about on two little wooden props. To-day there are two boys who have each lost both arms. These will be attached to armless soldiers when they arrive. The elder has developed a marvellous pre-hensile power of foot, by means of which he can shave himself and earn considerable sums by painting signs and pictures in oils. The younger, a little fellow of eight, hopes to emulate his older friend. After the assembled school had been instructed how to welcome their military guests, he murmured pathetically, ‘I wish I’d a’ and to salute.’

“In the workshops the boys can, themselves, to a large extent, make or modify the soldier’s surgical instruments. It is not sufficient to send an invalid home with a ready-made limb or crutch and trust to his own intelligence and patience for adjustment. How many are cast in a corner, and at last taken to the pawnshop? During the long period of convalescence the novel apparatus must be re-tested and re-tried, if possible with the help of an experienced nurse or fellow sufferer.

“The work is most suitable for soldiers and boys alike, and forms war work of the most urgent kind. Nor is it merely physical health and physical comfort that the wounded here regain. Too often our hospitals have to remain content with curing the battered body and leaving the shattered mind to take care of itself. A soldier dearly loves a child. And no one can help him to forget his disablement like one who has been disabled so long that he has become quite accustomed to the disfigurement and disadvantages it may cause.

“In the carpentry, in the toy-making classes, in metal-work, in basket-making, in book-binding, in painting, at typewriting and shorthand, on the land, in the gardens, at the farm, a friendly rivalry soon established itself between soldier and boy. Their outlook was revolutionized. Those who a few months before had arrived from the hospital with the feeling that their lives were wrecked, went back into the world happy and courageous in the knowledge that they could once more support themselves and their families by their own productive efforts and their own craftsmanship and skill. In the happy phrase of one of them: Life could be spelt with a capital L.

“No work could be more truly patriotic. Vast as are our financial sacrifices, our human loss is the greatest of all. Fortunes have been made by utilizing the waste products of manufacture. To use the human wastage of a world-wide war is the soundest form of national economy.

"This is the help beyond all others: Find out how to make useless people useful, and let them earn their money instead of begging it." (John Ruskin.)

"It is good to give the unfortunate a living; it is still better to raise them to a life worth living. It is not so much the infirmity that causes unhappiness, as the grief of a useless, dependent existence. The human being who does not use his limbs or his faculties, is less than human; the man who lacks an arm or his eyes, but who makes the best of his incomplete self, rises to the highest moral stature of our race." (Helen Keller.)

Various plans have been adopted with success to meet the case of disabled children in Ontario, in which the Children's Hospital plays an important part. The Sick Children's Hospital, Toronto, has a fine record of children whose physical defects or deformities have been cured or lessened by careful and skilful treatment, and, as already mentioned, a teacher has been provided by the Board of Education in Toronto for the patients in this hospital.

In the State of Iowa, in 1915, a bill was introduced by Senator Purkins providing free treatment and schooling for disabled children at the University Hospital free of expense, and already 900 of these children, usually called the "Purkins' children," have benefited thereby. Of these 454 are orthopedic cases, and 220 eye, ear, nose or throat cases.

The school opened in November, 1916, with 40 pupils, ranging from Kindergarten to High School grades. It is held on the seventh floor of the hospital, and a good gymnasium where treatment is given adjoins the school-room.

Mental tests, given by educational authorities in the university at this time, were repeated during the Christmas holidays, and the examiners were astonished to discover a full year's progress within that brief interval. Such advance gives evidence both of efficient methods of instruction and of exceptional mental ability among the children.

Two instructors, trained in special teaching methods for handicapped children, with the voluntary assistance of fourteen university women devoting one hour each day to the work, form the teaching corps of this exceedingly informal school. A set programme with classes at regular times is the rule, but for the ambitious opportunity is granted for as rapid progress as they can make. This has been found to create competition and stimulate industry.

### Semi-Sighted Children

Most people have normal vision and it is difficult for us to realize what it means to be half-sighted, able to see only a blurred, indistinct, shapeless outline of anything we look at.

No argument should be needed as to the supreme importance of good eyesight, and none that we should provide for the protection of the sight, at birth, in infancy and childhood, and in school life, during which time we are responsible for the children's sight. Efficient and adequate school medical inspection applied to school-room needs and work, the instruction of the child as to how to take care of the eyes and avoid danger to the sight, and co-operation with the parents, showing what is wrong and how it can be set right—these are absolutely necessary.

When we have before us children whose sight is seriously impaired, some special means must be found of teaching them, as in auxiliary classes. Beware of exclusion from school and prolonged absence.

It is probable that about 10 per cent. of our school children have imperfect sight and need attention. The following passage from the Report published in

1917 on Medical Inspection of Schools and School Children in New Zealand is valuable reading:—

“*Defective Eyesight*.—We find on an average from 7 per cent. to 10 per cent. of school-children suffering from defects of vision. In noting defects of this kind we have adopted a common standard, notifying as defective children who read less than 6/9 in each eye by Snellen’s test types. In higher standards, and where signs of eye-strain appear, the Medical Inspectors reserve the right of individual judgment, and may notify a child who reads more than 6/9. We find that defective vision is more common amongst girls than amongst boys, and amongst town children than country children.

It is also instructive to observe that the percentage of defective eyesight rises steadily from standard to standard. It is such a common experience to find complaints of headaches, and requests to have their eyes examined, among children in the upper classes that it behoves us to ask very carefully whether we are producing defects of eyesight through conditions that we might remedy.

The lighting of class-rooms becomes a most important matter. It is undeniable that a great many of the older schools are insufficiently and wrongly lit, and it ought to be impossible for new class-rooms to be added or new schools built without particular care being taken to ensure perfect lighting. In some class-rooms where the lighting is very bad fairly good lighting could be secured by rearranging the seats; but this simple expedient does not always occur to the teacher.

The paper used in school-books and the type and spacing all become important matters. The paper should be dull, not glossy, and the print large. Size of print 2.6 mm., and 4.5 mm. spacing. Test—not more than two lines of print should be seen at once through a hole 1 cm. square; larger for infants. (Drummond, lecturer on school hygiene, Edinburgh.)

The seating accommodation also has a direct bearing on this subject. Children seated at desks too low for them are tempted to bend over their work, and this tends to eye-strain as well as the production of stooped shoulders. It is also important to remember that the eyes of children up to the age of six or seven are quite unsuited for near work. Their training should be far more manual than visual, and no fine near work should be expected of them. Sewing should not be begun until eight years old, and should then be very coarse. Finer sewing may be undertaken at eleven years. Children who are highly strung, whose eyes are weak, or who suffer from frequent headaches should do little or no sewing. Frequent attendance at moving pictures injures many eyes. Long hours of music practice are likewise harmful.

The importance of having defects of vision corrected must be brought home to parents. It is quite common still to find parents who strenuously object to having their children’s eyes attended to because they do not like the appearance of the child in spectacles. Others think the defect is of no consequence: the child, in their opinion, can see “well enough”: yet the dire results of neglected visual defects, the results in nervousness, backwardness, self-consciousness, headaches, and permanently ruined eyesight make up a sad-enough picture.

The treatment of defective eyesight in school children is probably less satisfactory at present than the treatment of any other defect. It is impossible in many country districts to get any treatment at all, and the spectacle-vendor finds many dupes in the smaller country towns. Also, it is impossible to get specialist treatment except in the larger centres, and it cannot be too emphatically stated that only the eye specialist should treat defects in children’s eyes. The

public needs educating on this point. At present, unfortunately, owing to the small number of eye specialists available, and to the high fees to which specialists are entitled, the school child often has to choose between no treatment at all and treatment by unqualified opticians. Nor can we see how this unfortunate state of affairs is to be remedied, unless some arrangement is made between the eye specialists and the Education authorities. To send school children in large numbers to the hospital out-patient department for eye-testing is unsatisfactory, because it imposes an extraordinary strain on the honorary ophthalmologist; and, again, the children have to wait often for hours for treatment. But it might be possible, by special arrangement, to have school eye clinics established in connection with the hospital out-patient departments. If the question of adequate testing and prescribing of glasses could be thus solved it ought also to be possible to arrange with qualified opticians for the supply of spectacles at a reasonable rate, and further, to arrange to supply spectacles free of charge to children who could not afford to pay for them.

It is impossible at present to suggest any adequate means of securing treatment for eyesight defects in the remoter country districts. Of course, a certain number of those examined and notified for defective eyesight find their way into town for treatment, but it is certain that many notified cases are obliged to go untreated. Fortunately defects of this kind are less common among country children, who are on the whole less "bookish" than town children, and who generally also start school at a later age and so probably escape some eye-strain.

However, notwithstanding all these difficulties and drawbacks, medical inspection has certainly resulted in hundreds of children having defects in vision treated which would otherwise have been undetected or neglected. In some cases eyes have been actually saved from blindness."

#### Preservation of Sight

The means and the precautions for the care of the eyes and the preservation of sight are so simple—if only they were used! Besides the medical precautions at birth there are proper light and illumination, proper rest and relief of the eyes, a suitable posture, the removal of eye strain, and the use of proper paper and type.

Dr. James Kerr read before the Illuminating Engineering Society on February 20th, 1917, a paper on "The Effect on the Eye of Varying Degrees of Brightness and Contrast,"\* with special reference to the conditions prevailing in cinematograph theatres, and several members of the Cinematograph Commission took part in the discussion. Dr. Kerr dealt with two kinds of contrast—namely, the simultaneous, caused by the glare, and the successive, as in flicker. Apparently the maximum brightness which the eye was prepared for during its long ages of evolution was the brightest sky. This could generally be taken as 2.5 to 3 candles to the square inch, and some such amount had been suggested as a standard for any visible sources of light. Indirect lighting might accomplish this to perfection: by this method the eye was saved much fatigue, owing to the elimination of violent contrasts; but this comparatively shadowless lighting was not very useful for the examination of small objects and textural surfaces. Both excessive contrast and defective contrast might be equally troublesome, and even in cases where the surfaces were of moderate brightness and no extreme form of glare would be imagined to exist, an extreme contrast or a contrast operating in the wrong

\**British Medical Journal.*

direction might be inconvenient. An instance in point was stage-lighting; in some cases the continued fixation of the eye on a brightly lighted stage, with the rest of the field of view in complete darkness, entailed strain. The flickering effect in the case of the cinematograph varied greatly in different halls. The films were progressively circulated from the dearer to the cheaper halls, and by the time they had reached the latter they had deteriorated considerably; this had to be considered very seriously in view of the numbers of children, whose eyes and minds and physique were in process of development, attending such displays in poor neighbourhoods. The control of the perfection of the film and of the skill of the operator raised very difficult questions, but it ought not to be impossible to arrive at least at a reasonable value for the illumination of the screen in different halls, with a minimum of perhaps one foot-candle, and also to assure a certain amount of illumination in the hall itself, and to control the switching on and off of the full lighting in such a way as to avoid sudden jerks from light to darkness and the reverse. Sir W. H. Bennett, who was in the chair, said that there was no doubt that since the introduction of the cinematograph entertainment there had been a considerable increase of eye trouble among children, and he trusted that the Commission would not overlook the possibility of physical as well as of moral harm.

In a paper\* on the effects of cinematograph displays upon the eyes of children, Mr. N. Bishop Harman, M.A., M.B., F.R.C.S. (referring only to the direct effects of the cinematograph display upon the eyes, and ignoring indirect effects that may be held to arise from undue excitement, confinement within a place the atmosphere of which may be injurious, and the fatigue caused by the late hours at which children attend exhibitions), states that, in general, it may be said that the effects on the eyes of children do not differ from those experienced by adults. There are few, if any, adults who do not experience some annoyance, very many of the more sensitive or impressionable feel considerable strain; children may be taken to be in the same class as the more impressionable of adults, owing to their lesser power of resistance and readier experience of fatigue.

The unpleasant effects associated with the cinematograph exhibition, so far as they affect the eyes, are due to the following conditions:—(1) Glare, (2) flicker, (3) rapidity of motion, (4) concentration of attention, (5) duration of exhibition.

Some of these conditions are peculiar to the cinematograph, others are found in the same or some degree in other optical exhibitions. But none of them are natural, and the more they depart from the conditions of natural phenomena the greater is the adverse influence on the eyes.

### (1) Glare.

Though the human eye has a wonderful power of adapting itself to varying conditions of illumination, it is well-nigh incapable of adapting itself to a single light in a dark place. The light may be feeble, but if the space in which it is exhibited be dark, it will be relatively intense, and therefore irritating to the eyes.

These conditions are found exemplified in the highest degree in all optical lantern exhibitions. To enhance the effect of the show the room is made as dark as possible, the light of the lantern as bright as possible, and the transparency as strong as possible. The light from the lantern is projected on to the whitest possible screen, and therefrom it is reflected directly into the eyes of the observer. All these necessary conditions of the show are bad conditions for the eyes; they all tend to produce the maximum of fatigue. The effects of glare are further intensified

in the cinematograph show by the programme screens shown between the films. These slides are often far too brilliant in the contrast between the white print and the dark background; particularly bad are the impromptu slides made by scratching the writing on a screen of coloured gelatine. These slides should be prepared so that the contrast between the print and the background is the smallest necessary for visibility. In a few badly managed shows there are occasions when the film is entirely withdrawn from the lantern. Then the watchers are exposed to the full glare of the reflected light of the lantern.

Glare cannot be dissociated from the shows. It can be reduced by providing a sufficient illumination of those parts of the room or hall removed from the immediate region of the screen, by attention to ordinary details connected with the use of fixed slides, and by care in the degree of illumination of the hall during the interval.

#### (2) Flicker.

Most people will acknowledge that the flicker of the cinematograph is peculiarly irritating. Flicker is of two kinds. First, there is the effect of the rapid change of the moving film. Sensitive people—those whose “reaction time” is high—appreciate this more than those whose senses are duller. The effect is irritating according to the slowness of the flicker. The more rapid the change of the film, the less is the effect upon the eye; if the film can move at a rate slightly greater than that at which the keen eye is able to perceive variations of light, this sort of flicker will cease to worry. There is already a great improvement in the newer films and machines. The defect is most evident now in the coloured films, where attempts are made to give a natural colour to the scenes by the rapid alternation of different coloured films.

There is another kind of flicker due to bad films. Scratches and patches produce faults in the films which allow of the sudden exposure of the eyes to bright flashes of light; when these flashes follow in rapid and irregular succession, as in a badly damaged or worn film, all the irritable effects of flicker are intensified.

#### (3) Rapidity of Motion.

This defect in the cinematograph is to some extent connected with the previous defect. With the intent to reduce flicker, films are moved through the machine at a rate greater than the natural rate of progress of events depicted. The eye has a habit of work, just as any other part of the body or the whole organism, and there is a resentment expressed in terms of fatigue when it is required to work at a rate different to the habitual rate. The defect in the film is most evident in those scenes which depict movement near at hand; when the scene is a distant one the variation in speed is little noticeable.

#### (4) Concentration.

Work is arduous according to the concentration of effort. The cinematograph requires a concentration of attention greater than that necessary to follow any other kind of show, and the effort is a conscious effort. At the play there is sound as well as sight to be seen in a slower moving scene in a full perspective and of solid proportion. The players have individual points of interest, in their persons and clothes; the eye wanders over these points at an habitual rate of work, and it is not unduly exhausted. At the cinematograph there is no adjuvant sound which carries on the sense of the screen when the eye is not engaged. For the whole

duration of the scene the eye must be fully alert and constantly varying its conditions according to the variation of illumination of the screen. Children are well aware of the difficulty of concentration of sight. They have a game of competition in concentration. Each tries to stare the other out of countenance without a blink of the eyelids. The one that blinks first loses the game. The effort required to refrain from blinking on such a short concentration of vision is some indication of the effort of concentration required to follow the cinematograph picture. Such a concentration of effort is quite unnatural, especially for children. Ordinarily the eye wanders freely over objects, the time of concentration on any one object is very short. One can gain some idea of the frequency of variation of movement of the eye by looking at some object in the sky near enough to the sun to cause the sensation of after-images of the sun. Although the eye was apparently engaged in looking fixedly at the object, the number of after images of the sun will prove that even for that short space of apparent perfect concentration it had moved several times.

#### (5) Duration of Exhibition.

Cinematograph shows commonly last from one and a half to three hours. During that time, save for the short intervals, the eye and the mind are on the stretch. The attention of the child is not naturally capable or willing to concentrate for any but the shortest time. It is common knowledge with teachers that lessons to be effective must be short, and the shorter the more youthful the child. With a lesson longer than half an hour the attention of the small child flags, and the time is lost and the child tired. Conversely, if the attention can be forced by the thrill of the picture show for a longer period than is natural, the nervous effort is increased out of all proportion.

These are the main defects associated with cinematograph shows. Some of them are peculiar to this show, others common to it and other shows produced by the optical lantern. Some are remediable, others may be mitigated by an alternation of the exhibition with other kinds of entertainment. All of them may be reduced in intensity by shortening the duration of the show and preventing small children from attending two shows in direct succession.

Some other ill effects may be experienced according to the position occupied by the observer in relation to the screen. The "optimum" position is as nearly as possible in a line with the centre of the screen and as far away from the screen as thrice its full height. In this position and at such a distance the picture appears more natural than in any other. If the observer is too near all the defects of the film are exaggerated and the movements of head and eyes to cover the field of the screen are fatiguing. If the observer is too far to one side of the centre of the screen the distortion of the image thrown on the screen is great. If the observer is too far away from the screen the effort of concentration to catch the drift of the show is exaggerated.

It will be asked what evidence is there that children's eyes suffer from the picture shows? The evidence is of such a nature that it cannot be presented by figures and percentages. It is difficult to answer the question whether permanent defect arises out of attendance at the shows. But there is a recent observation which I am inclined to think has some bearing on the point.

The examination of the case papers of a large number of school children, who have been referred to eye clinics on account of failure to pass the standard vision tests at the schools, shows that there is an increasing number of children who on examination at the clinic are found to have nothing the matter with them.

At the school they did not pass the test; at the first examination at the clinic they did not pass the test; but when their eyes were examined nothing amiss was to be found, their eyes objectively were normal, or so nearly normal as to be quite capable of passing the standard test; at a later subjective examination they did not pass the test satisfactorily. Several causes may be at work to account for these occurrences. The children may fail to appreciate what is wanted of them at the first test, but against this it is to be observed that the occurrences are not confined to the small children. The children may be "making game" of the matter to get a half-holiday at the hospital; possibly this is so in a few cases. But by far the most likely cause is a condition of fatigue in the children so that at the time of the test they were incapable of putting out sufficient energy, either ocular or mental, to read the standard types. Every one is familiar with the fact that in a state of fatigue ordinary feats, easily accomplished in health, cannot be accomplished. In some cases I have ascertained that children of this sort were in the habit of going to picture shows, and it is possible the increasing attendance at these shows may be associated with the increase in the number of those children who fail at the vision test without objective cause. If the normal-eyed children suffer, it is certain that the result will be more serious to those with defective eyes, and possibly lead to permanent aggravation of those defects.

The best protection for the child will be secured by the following provisions: (1) The reasonable illumination of all parts of the hall not directly beside the screen. (2) The improvement of the movement of the film so as to reduce flicker, and the withdrawal of films immediately they are damaged. (3) An improvement in taking the picture so as to bring the rate of motion of the objects depicted more nearly to the natural. (4) The increase in the number of intervals in the show, and the interposition of exhibitions other than that of the optical lantern. (5) The limitation of shows for children to one hour, and the prohibition of 'repeats.' (6) The reservation of the children's seats to the 'optimum' position in the hall.

With such provisions the indulgence in a show once a week should do no harm to the eyes of a normal child.

#### Environment

It must also be remembered that environment makes a vast difference to sight.

Mr. J. A. Wilson, of the Lord Derby War Hospital at Warrington, refers to the *British Medical Journal* for 1907 in which there is an article by Dr. H. Wright Thomson on the results of an examination of over 50,000 children in the Glasgow schools. These results showed that while the percentage of ocular defects remained constant all over the city, the percentage of defective vision showed remarkable variation. In the poorest and most closely built districts the percentage of children with defective vision was 53, and in the open districts, in the outskirts of the city, it was only 20 per cent. The principal cause of this defect is imperfect environment.

#### Trachoma

Dr. Taliaferro Clark, of the United States Public Health Service, says of the children infected with trachoma: "They are sent out (of school) at an age when the mind is most receptive, when the soil is in process of cultivation for the future harvest of intellectual usefulness. To early manhood the door of professional usefulness is closed. When defective vision results, as it too often

does, they are prevented from laying up in the storehouse of the mind those mental pictures derived from the study of art, literature and science, among which the imagination could run riot to the solace of the declining years."

More attention should be paid in Ontario to the conservation of vision, to the examination of our children's sight so that all remediable defects may be remedied, and to the provision in our largest cities of classes for semi-sighted children. Medical inspection of schools is the first step to be taken to secure these objects.

#### Throat and Mouth Conditions

The results of research and routine work during the year point equally to the importance of these conditions. Diseased tonsils, adenoid growths and bad mouth conditions, are a great primary cause of absence from school, poor health, systemic and general disease, and consequently of retardation, delicacy and ultimately, disability. It is not enough to provide Auxiliary Classes. We should prevent the conditions which lead to the making of physically subnormal children.

Deafness is probably present in over two per cent. of our school children. It is most often caused by the presence of adenoids, and the timely removal of adenoids often prevents or improves deafness.

#### The Child Who Does Not Hear Well

Great progress is being made in Great Britain and the United States (see the "Volta Review," Washington, D.C.) in the education and vocational guidance of semi-hearing and deaf children.

One of the most interesting classes inspected this year was a class in Household Science at the Central Technical School, Toronto, for girls and young women who are very deaf, held every Monday evening from 7.30 to 9.30. The teacher was for two years at the School for the Deaf, Belleville, and her management of this class is excellent.

The number in the class is 20, and the attendance is excellent—nearly 100 per cent. The class began Monday, January 8th, 1917. The number of lessons given is 18. The payment is \$2.00, which is returned intact if the pupils are present for 85 per cent. of the lessons.

Three of the pupils are employed in the Great North-western Telegraph Co., where they do well. Seven can manage pretty well by lip-reading. Three were trained at the Belleville School. Six are married. Eight have passed the Entrance examination.

The first lesson heard at the inspection was on pastry. A good deal of work was done by using the blackboard. The students seem very happy and active, and some were especially pretty and attractive. The students all stood well at their final examination.

#### Schools for the Deaf

One of the first cities in Canada to provide a Day School for deaf children is Vancouver, B.C., where a school was opened on March 1st, 1915, with an enrolment of eight children, under the charge of Miss Mabel Bigney, "a well qualified oral teacher, who had done good work in the School for the Deaf, Halifax, N.S."

In January, 1916, the services of Mr. F. W. Hobson, who had been trained in England as an oral teacher, were secured. Besides his experience in England, Mr. Hobson had taught in the School for the Deaf, Halifax, and three years in the Indiana State School for the Deaf, Indianapolis, U.S.A.

At the beginning of the present year, when there was an enrolment of ten pupils in the class, a second teacher became a necessity. The Board of Trustees on February 1st, appointed Miss Emma Rusch, who had received her training as an oral teacher in the Milwaukee School for the Deaf, Wisconsin, and had taught for a time in an oral school in Salem, Oregon.

There is now an enrolment of seventeen and the Board are trying to secure the services of a third teacher. The pupils in these classes range in age from four to nineteen years.

#### War Deafness

The shock following close exposure to the effects of high explosives has caused deafness in a number of soldiers, and though most of these recover their hearing "yet there are many whose hearing in one or both ears is seriously and perhaps permanently impaired. These latter are classified as hard of hearing and discharged or relieved from active duty."—*Volta Review*.

There can be no doubt that there will be a necessity for developing the teaching of lip-reading to soldiers as a consequence of the prevalence of cases of shock deafness, and this will help to secure public attention to the needs of our semi-hearing and non-hearing children.

#### Institution Classes

In Ottawa, Hamilton, Toronto and other cities the Boards of Education have given great help to the different Charitable Institutions in the cities by appointing teachers to instruct the inmates in the subjects of the ordinary Public School curriculum.

In Toronto, the Girls' Home has the Lee School on the grounds of the Home; and the pupils enjoy all the advantages of other Public School pupils under the principal and staff.

Entries of sewing and knitting, by the pupils, were made at the Canadian National Exhibition, and a number of prizes won.

Special rooms have been equipped and furnished in a most satisfactory and pleasing way for Domestic Science, and here every girl, above the kindergarten, may learn how to keep a house. The girls are taught cooking, cleaning, canning, preserving, sewing, mending, darning, knitting and other housewifely arts, the instruction being given by the regular teacher of Domestic Science.

The Boys' Home has the Allan School on its own grounds, under a principal and staff by whom the boys are carefully instructed in all subjects of the regular Public School curriculum. The boys have also the great advantage of regular instruction in Manual Training by the special instructor for this subject.

Great attention was paid to gardening this year, especially during the summer vacation.

The Protestant Orphans' Home has the Joseph Workman Public School on the grounds of the Institution. This is also one of the Public schools of the city, and the regular curriculum is followed in every respect; the pupils being sent to other schools in the neighbourhood for Manual Training and Domestic Science. It is hoped that still more attention will be given to these subjects.

In the Working Boys' Home, Toronto, school is held two nights in each week. This year the Board of Education are sending two teachers and there is an attendance of 28.

The classes are held in a large room in the Home. Every boy under sixteen is required to attend, and most of the boys over sixteen attend also. It is recommended that this part of the work be greatly developed and increased.

Vocational guidance and technical education should be secured for every boy.

During the present year the Board of Education, Toronto, organized a well-equipped night school at the Industrial Refuge, and placed a teacher in charge. Thirty-six girls are already enrolled in the school; classes are held there three nights every week, and good progress is being made.

A satisfactory part of the provision made is the establishment of a free dental clinic for the girls, as in all the other schools of the city.

There is also a night school at the Haven, where the teacher has four voluntary assistants. The results have been most gratifying to the Board of Managers. The girls are very much more interested in their school work, and show marked improvement in it.

#### Training Classes

“There is no more interesting study than that of Mentally Defective Children, and none more helpful to the sympathetic understanding of any type of mind, normal or abnormal.” E. L. Dixon.

Training Class work should and must develop along social, practical and vocational lines. The object of any school is to prepare the child for a good and useful life. The first thing all children should learn is to take care of themselves, their bodies, their clothes, their feeding, and thus relieve the parents or older children, who otherwise would be engaged in doing for the child what he can and must learn to do for himself. With normal children in a normal home these things are learned in the home without much assistance from the teacher. But the Training Class teacher will find here the best opportunities for success and satisfaction. It is a very great thing to train mentally defective children to be clean and neat and to take care of themselves, and to keep their clothes clean and neat and in proper repair. Hence, lessons in Home Hygiene and simple home duties, as done in the kitchen and the other rooms of the home, simple cooking, cleaning, mending, repairing and by and by, remaking, and even making things, are the lessons we should put our time on, not forgetting, of course, to combine a suitable amount of practical instruction in the three R's for the higher grade of mental defectives who can make good use of what they thus learn.

But we must always ask ourselves, “What can they take with them when they leave school?” To keep themselves looking clean, neat and respectable, to have good manners, to be able to mend a pair of shoes, to repair or make over a dress or a coat, to cook something so that it is good to eat, to be able to help in a house or shop, to make things clean and keep them so—to do other simple work, to have some measure of self control. These are some of the things we should try to teach in Auxiliary Training Classes.

“Under ideal conditions, the special class will furnish all kinds of manual training which will be generally cultural, which will admit of correlation with other subjects, or of being put upon a self-supporting basis. When the boys and girls have reached the limit of school development, they will be placed for part time in the home, the factory, the out-of-doors work—whatever chances to suit their differing abilities—and will continue still a time longer in the class, receiving special assistance from the teacher in the occupation they have chosen. This will give them a far better chance to compete with some fair success with normal employees. It will give them the habit of continuous work in one place, also of reporting progress to the teacher who for so long has had them under her influence. And it will certainly lessen crime and pauperism among them.”\*

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\*V. C. Hicks in “Ungraded.”

**Ottawa**

A new Auxiliary Class of the Training Class type was opened in Osgoode School, Ottawa, in September, 1917, under the charge of Miss Patton, with an attendance of 7 boys and 5 girls. A beautiful room on the top floor of the school has been assigned to this class, and Moulthorpe desks have been provided, also a loom, one of the two previously used in the work of the Training Class at Cambridge Street School.

The class at Cambridge Street School now has an attendance of nineteen, 12 girls and 7 boys; and the teacher has an assistant (temporary).

Manual training for the boys, and domestic work for the girls are taught by the regular teachers of these special subjects, and in their specially-equipped rooms, and are found to be by far the best subjects to teach the children. More attention should be given to these subjects, and more time spent on them.

A good deal of interest was aroused in these classes by the Exhibit of the work of the children which was shown at the Central Ottawa Exhibition. One of the teachers was in charge of the exhibit, and many visitors examined the work. His Excellency the Duke of Devonshire spent some time in looking at it, and asked some interesting questions about the children, and their progress.

The following is a list of the articles on exhibition:

1 Window basket	1 Knitted doll's jacket.
1 Window box.	1 Knitted doll's sweater.
5 Waste-paper baskets.	1 Crochet toque (doll's).
2 Reed bonbon baskets.	1 Pair of knitted bedroom slippers.
3 Reed vases.	1 Pair black stockings.
2 Raffia and reed baskets.	1 Pair socks.
1 Reed and raffia tray.	2 Netted bags.
1 Knitting basket with tray.	3 Dinner mats.
1 Reed tray with wooden bottom.	3 Small hammocks.
1 Raffia hat.	1 Needle-book of raffia.
2 Reed teapot mats.	3 Table napkin rings (made of canvas and wool).
1 Small reed and raffia basket.	3 Needle books.
10 Rugs (Seventy were made since Christmas).	3 Pin trays.
1 Roll of rag carpet (20 yds.). Another roll was made during the year.	1 Work basket.
1 Cushion cover (woven on loom).	3 Blotters.
1 Large hammock.	Match holders and fancy cardboard boxes.
6 Nightdresses.	Engine and tender.
3 Underwaists.	Yacht with movable sails.
3 Large towels with initials.	Battledore and shuttlecock (bats and cocks).
1 Small towel.	Jumping-jacks.
2 Warp towels (with coloured borders woven on the loom).	Balancing horses.
5 Crochet yokes.	Kiddie kar.
1 Set of beads.	Chicken, feeding.
3 Macrame-cord bags, lined with silk.	Crow, mouth open.
2 Face cloths.	Sailors on rope.
1 Neck cloth.	Washer girls and tub.
3 Silk bags.	Wild geese.
3 Table mats (woven on hand loom).	Man, horse, and whip.
1 Crochet mat.	Plant label, key rack.
1 Crochet doll's shawl.	Marble board.
3 Crochet doll's jackets.	

**Brantford**

Another Auxiliary Class of the Training Class type has been established in the Central School, Brantford, where one of the regular staff of teachers is in charge. There is an attendance of about sixteen pupils, 7 girls and 9 boys. Good

work is being done in this class, but the work should be further developed as soon as possible.

Equipment and instruction for manual work, domestic work, and various simple occupations should be provided.

### **Hamilton**

The earliest established Auxiliary Training Class in Ontario is that at the Cannon Street School, Hamilton, where a number of children receive instruction carefully adapted to their needs and capacity.

### **The Teacher's Problems**

The practical interest taken by the members of the Ontario Women's Institutes in the medical inspection of schools in rural districts has already led to a better understanding by the parents, teachers, and the public generally, of the benefits of medical inspection of schools to the children and the community.

Another important result has been that there has been someone to help the teacher in certain difficulties, or at least, to listen to these difficulties and give them some consideration. As an example, the following extracts are given from one letter from a representative of the Women's Institutes, describing visits to the schools in and near a village in one of the best counties of the Province, and telling about four pupils in the Public School.

A. B. "She seems to be very good in memorizing things, but she lacks the power to apply these things in her work. For instance, she is very good in spelling and her multiplication tables, but it seems impossible for her to do even the simplest questions in multiplication, addition or subtraction.

"She does not seem to be restless, and in the class seems to be listening, but afterwards she has not any idea what has been said. When I ask her a question she will not answer, but has an idiotic grin on her face.

"She is extremely slouchy about her work. She cannot pronounce her words properly. She has no desire to play with the other children, but when she does, it is always with the little ones. The whole family are just like her, except the mother."

"In the school in —— Village there are two children called C and D; aged 13 and 11 years. They are still in the first book, and have been in school since 6 years of age. They have come to school regularly. They are by no means idiots, and yet they are out of place in public school."

"There is also E. F. She is nine years of age and is at a standstill."

Are these children mentally defective?

It is to be feared that they are.

### **Five Idiot Boys**

There are two places in any country where one may expect to find a larger number of mental defectives than elsewhere. One is the slums of large cities, the other is the "back country" where the land is not suitable for cultivation, but rather for ranching, cattle raising or forestry. Any real farmer who sees this country does not attempt to settle here, far less to buy a farm here; or if he makes a mistake, he soon finds it out and goes where land is better. But the people who have neither intelligence enough to grasp the real situation nor foresight enough to realize what the inevitable end of attempting to make a living on such land will be, are left here; and intermarry, and increase and multiply. This has happened in some parts of the Province.

Here is an account of the result. It is given by a doctor who was travelling in September, 1917, in the district of \_\_\_\_\_: "While in the district of \_\_\_\_\_ in September, there occurred an incident not easily put out of mind. I had experienced a particularly hard day and after a night meeting had to drive fifteen miles over corduroy and muskeg woods to the next point of work. It was two o'clock in the morning when we arrived at \_\_\_\_\_. Needless to say, I was ready to retire and desired an undisturbed repose in the morning. But early in the light of the new day I was awakened by an ox-cart rumbling into the yard. On looking out of the window a sight met my eyes that I shall never forget. One boy was trying to keep the oxen still while the woman of the house, where I stayed, and another one were endeavouring to lift five idiot boys from the cart. I dressed quickly and went down. My hostess would not allow me to see them until I had eaten breakfast.

"On going to the kitchen I beheld a most pathetic scene. A pretty little bright, intelligent woman, with brown eyes and auburn hair, the mother of these five imbeciles, sat with a child of three or four years upon her knee, who could neither speak nor walk. Its mouth hung open and its hands and limbs worked most of the time. Another boy of 17 lay upon a couch not able to walk nor say one word and his limbs and body seemed to be in constant motion. The next boy of 15 could walk, but his mouth hung open and his limbs also continued in unceasing motion. At this stage in the family there was a happy break, for a boy of 12 seemed quite bright, with all his faculties and powers normal.

"But the sad history was repeated in a boy of 9. He could utter the one word 'Ma' after much coaxing, and was able to walk in a manner, though his limbs seemed affected as the others with ceaseless movements. The last of the group was a boy of 7, with the same symptoms of ceaseless movement. He was able to walk, but in no wise could he take care of his physical requirements.

"Can you imagine that scene? Think of that mother living with all those children through the years, and the burden and sadness of it ever increasing. She told me that she prayed God constantly that she might not lose her reason. She has all the work to do for those helpless ones, except what help the boy of 12 can give, as her husband helps her in no way. It was four years since she was as far from home as the four miles she came that morning.

"As far as their material wealth is concerned, they have practically nothing. The agricultural representative of the District told me that if everything they possessed were sold it would not bring \$300.00.

"Under the present conditions it does not seem that the mother can long endure. Her life might be prolonged, and even improved, if only three of the children were taken to a home for the feeble-minded; otherwise, her chances are almost hopeless. The case is most pitiable—not only so, but most urgent that something be done very soon to relieve the situation."

#### Schools in Suburbs

It is not unusual to find some defective children in the small settlements which spring up just outside the limits of cities, where, on account of the unreasonable price of houses and land within the city limits, good citizens with limited resources settle, erect small houses and often do well. Sometimes, however, a few undesirable families or families dragged down by the burden of defective children are found here. At the request of the principal of a school in such a locality, a visit was made to the school and five children were seen, all of whom are probably mentally defective. A Training Class within reach is needed for these children.

### Organization

There is a distinct tendency towards the better organization of public work for mentally defective children. For example, the municipal Civil Service Commission of the City of New York held on February 16th, 1917, the first examination for physician for the examination of mentally defective children.

The examination was written and practical. Sixteen candidates presented themselves, of whom seven took the practical examination, and six passed.

### Education of Feeble-Minded Children

In this connection reference may be made to the conclusions reached by Taliaferro Clark, Surgeon, and W. L. Treadway, Assistant Surgeon, United States Public Health Service, in their investigation of the Mental Status of Rural School Children of Porter County, Indiana, as follows:

"The aim of the education of feeble-minded children should be to train them to be self-supporting. Intellectual training, in its narrow sense, is of secondary importance.

"Most American institutions for the feeble-minded are broadly divided into two departments—educational and custodial. The education of the feeble-minded, compared to that for normal children, differs in degree only and begins at a lower plane. Satisfactory gradations or classifications are made so that children with irregular and unusual deficiencies receive individual training in special classes.

"The most prominent feature of the education of the feeble-minded, however, is their training in industrial occupations and manual labour, as now successfully and profitably carried on by the pupils in these schools. Through correct training of this character a certain number of these individuals lead useful lives after leaving the institutions. About one-half of the higher grades of mental defectives who have been under training from childhood are self-supporting, under intelligent supervision, whether in an institution or at home. It is especially important to begin training of this character early in the child's life."

The reason for this is clearly apparent when we consider:

### Mental Deficiency and its Relation to the Community

"Recent investigations of the defective and delinquent classes have demonstrated that a large percentage of criminals, paupers, tramps and prostitutes are really congenital imbeciles who have been allowed to grow up without training or discipline. Society suffers the penalty of such neglect through an increase in pauperism, vice, and crime, and the greatly increased cost of the care of adult feeble-minded persons.

"Feeble-minded girls, exposed to evil influences, are unable to protect themselves from the perils peculiar to women. There is hardly a poorhouse in this country which has not one or more feeble-minded women who are mothers of several illegitimate children. It is often the case, in rural communities, that a girl of this type, when illegitimately pregnant, has no place to go except to the almshouse. After the community has borne the expense of three or four confinements, she is finally committed to an institution for the feeble-minded. From every consideration of morality, humanity, and public policy, feeble-minded women should be under permanent and watchful guardianship, especially during the child-bearing age."

**Modern Plans**

A better and more modern type of Institutions for the Care of Mentally Defective children is being gradually evolved in the minds of those who see the necessity for such institutions, as well as in the minds of those who work in them, and thus public opinion is being gradually influenced in the right direction about this matter.

A great deal of attention has been given to this work by the Children's Bureau in the United States. The Bureau draws attention to the fact that any programme for adequate provision for mental defectives must have as its central feature institutional provision. A large number of cases need permanent custodial care. But institutional care alone cannot meet the whole problem of provision for mental defectives. This institution should serve as the focus for the various activities necessary for the proper care of the feeble-minded.

"The modern tendency in the care of mental defectives is to develop an institution embracing many elements adapted to the treatment of various grades of mental defect. In it custodial care should be provided for those whom it is necessary to house permanently in institutions segregated from ordinary life. By providing throughout the State a system of clinics held by the institution psychiatrist, in co-operation with local agencies, cases of mental defect can be discovered and plans for their supervision developed so that certain classes of mental defectives may live outside the institution in safety to themselves and others. Through an out-patient department many mentally defective persons can be given proper care and training in their own communities. By providing a scheme of education nicely adjusted to the needs and capabilities of children of various grades of intelligence, the institution can send other mentally defective persons back to their homes trained to be at least partially self-supporting. Through a system of parole the institution can continue to protect them. Plainly, this newer plan of care for mental defectives demands a very high degree of responsibility and of intelligence on the part of those intrusted with the management of institutions for the feeble-minded. It offers a means of reducing the expense of institutional care to the State and of giving greater justice to individuals.

"The Bureau desires to make further studies of the needs and care of the feeble-minded as rapidly as it is able. Thus far requests from various parts of the country have been refused of necessity. It is gratifying to note that various public and volunteer agencies are at work upon this problem, and that much progress is being made in securing throughout the country an understanding of the moral and economic factors which enter into the humane and wise treatment of mental defect."\*

The Survey Committee appointed in 1916 to report upon the whole school system of Boston makes the following statements as to Special Classes:

"The Special Classes for subnormal children are in accord with the best practice in other cities, but the number of such classes is inadequate, as about one and one-half per cent. of the total enrolment are probably of this type of children, while the classes in operation have a membership of only 707. Single classes are formed in the different schools, and at the age of twelve or thirteen many of these children are transferred to a central school. Boston has one for girls and one for boys, but these two do not seem to be sufficient to care for all.

\* Miss E. O. Lundberg. "A Social Study of Mental Defectives in New Castle County, Del."

Adolescent children of defective mentality should be segregated and placed under pre-vocational administration. Pupils of special classes should be allowed to sell shop products.

It should be noted, however, that Boston is doing more for this type of children than other cities in America. It now has sixty classes, two of which are for the institutional type of children, and two school buildings that are given up exclusively to the older children who are transferred from single special classes to the central school where they are receiving those forms of industrial education best suited to their needs.

Relative to the sale of shop products by special classes, an order was passed by the School Committee on January 31st, 1916, authorizing such sales, and the department is exercising care that this policy may not modify unfavourably the definite educational training for which these classes are intended."

#### **Training of Auxiliary Class Teachers**

In England the Central Association for the Care of the Mentally Defective organized two Training Schools during 1917, one of which gives a Training Course for Public Health and Social Workers, and the other a Short Course for Teachers of Mentally Defective Children. These Courses have been officially recognized by the Board of Education, and the Board of Control (Lunacy and Mental Deficiency).

The Short Course for Teachers of Mentally Defective Children is divided into three parts as follows:

Part (1).—A special practical course of either:

(a) Three weeks' special training in a residential school or institution approved by the Board of Education or the Board of Control, or

(b) Three weeks' training either (1) in a manual or industrial occupation, or (2) in the teaching of a skilled trade in the practice of which the student is already proficient; in each case under a craftsman or in an institution approved for the purpose by the Board of Education or the Board of Control.

Part (2).—An elementary theoretical and practical course of at least three weeks, consisting of lectures on mental deficiency, by educationalists, medical experts and psychologists; classes for manual work, such as woodwork, dress-making, hard and soft toy-making, varied occupations (paper folding, cardboard modelling, raffia work, etc.); classes and demonstrations for physical exercises, dancing and singing games, and country dances.

Visits to Special Schools, Day and Residential, and Institutions for Defectives; visits to Infants' Schools run on modern lines; Schools for the Deaf, etc.

Part (3).—An advanced course on the lines of Part (2) with facilities for specialized individual work for more experienced teachers.

#### **National Special Schools Union**

This Association of Auxiliary Class Teachers in Great Britain has again made great progress and is now fully organized and incorporated with a Constitution and By-laws which appear to be admirably adapted for its special work, a large and enthusiastic membership, and an official journal "The Special Schools Quarterly." The following are the objects of the Association.

To use every means to advance the methods of the education of mentally and physically defective children.

To enlist the sympathy and active interest of the general public in their behalf.

To consider and evolve the best methods of training teachers for Special School duties.

To promote the interests of Special School teachers.

To consider the after-care of mentally and physically defectives.

To promote the interchange of experience by conferences and meetings, local and general, and to consider and adopt any other means which may be calculated to further the interests of mentally and physically defective children.

One of the founders of the National Special Schools Union, Mrs. Burgwin, Superintendent of the Special Schools of London, retired in 1917. On the occasion of a meeting held to mark this event by a presentation and addresses, the Chairman, Lord Sheffield, said they were all there to do homage to one who had helped the late General Moberly pioneer the work on behalf of the education and training of the physically and mentally defective children of London—a work that had proved most important, valuable and far-reaching in its beneficent results. From London this work had spread to many cities and towns of England and Scotland and even abroad. It was impossible to estimate the happiness, usefulness and joy brought into so many thousands of afflicted, suffering and destitute little lives, that had resulted from the inspiration and noble efforts of the pioneers and their band of devoted workers for over twenty-five years.

Mrs. Burgwin in her reply said that it was an address of John Bright's which she heard over forty years ago that inspired her to labour in the Children's Cause. The teaching in the Special Schools had taught many things, not the least of which was the handwork that was now recognized in the curriculum of Elementary School work. But to get the highest and best educational value out of our Elementary Schools they must share the same privileges as the Secondary Schools; and they must have fewer pupils in each class. How could any teacher possibly have contact with the personality and develop the character of the child in a crowded class-room? It could not be done, except at the cost of character training and the life-force and energy of the teacher. Therefore, we must continue untiring in our efforts to remove these evils from our school life. Like a prophet, Mr. Fisher, the new Minister of Education, had come to usher in the dawn of a new day for both children and teachers; so that all the weary, heart-aching struggles of those who had toiled, laboured and suffered for these ideals and who now were at rest from their labours had not been in vain. The new Minister of Education was already at work to get these ideals realized.

"The night of educational blunders and niggardly policy with regard to education is departing, and the day is approaching and Mr. Fisher has already heralded its dawn."

"No work was of greater importance than that of the teacher, evolving the highest and noblest from the being of the child. One who was capable of this great work, and who did such work successfully, could take rank with the highest and noblest sons and daughters of earth. It was of greater importance than sculpture or painting, for the teacher was at work on humanity at its most impressionable stage."

#### Young Feeble-Minded Children

Children of pre-school age who are mentally defective constitute a very serious problem in the home. The number of applications for the admission of such children to suitable institutions has greatly increased of late years, and the problem of their care and training is more frequently discussed now than formerly.

At the Annual Meeting of the Medical Society of the State of New York, on April 26th, 1917, the Section on Pediatrics held its meeting at the New York State Custodial Asylum, where the institution and its methods were inspected under the guidance of Dr. Bernstein, special attention being paid to mentally defective children. There is in this Institution a Nursery Department for young children, which appears to be of great value to the State. A number of important papers were presented and discussed, the Inspector of Feeble-minded for Ontario being present, and taking part by special invitation.

#### **Books and Magazines**

In addition to general professional reading there are two books published this year of special value to all those interested in Auxiliary Class work. These are:

The Boston Way.

An Introduction to Special Class Work.

There are also two magazines, one published in London and the other in New York, which we should read:

"The Special Schools Quarterly," published for the National Special Schools Union by Morris and Yeaman, 44 Lloyd St., Manchester, England, and "Ungraded," published by the Ungraded Teachers' Association of New York City, at 10 Depot St., Concord, N.H.

#### **LEGISLATION**

Some progress was made in 1917 in providing further legislation for the benefit of mentally retarded and mentally defective children. One of the most important instances of this in the United States was an Act to amend the education law of the State of New York by providing for the education of children with retarded mental development, which became law May 18, 1917, and is as follows:

##### **Children with Retarded Mental Development**

1. The Board of Education of each city and of each Union Free School District, and the Board of Trustees of each school district shall, within one year from the time this Act becomes effective, ascertain, under regulations prescribed by the Commissioner of Education and approved by the Regents of the University, the number of children in attendance upon the public schools under its supervision *who are three years or more retarded in mental development.*

2. The Board of Education of each city and of each Union Free School District in which there are ten or more children three years or more retarded in mental development shall establish such special classes of not more than fifteen as may be necessary to provide instruction adapted to the mental attainments of such children.

3. The Board of Education of each city and of each Union Free School District, and the Board of Trustees of each School District which contains less than ten such children may contract with the Board of Education of another city or school district for the education of such children in special classes organized in the schools of the city or district with which such contract is made. This Act shall take effect immediately.

#### **Nova Scotia**

A Commission to report on Feeble-minded Persons in Nova Scotia was appointed by the Government of that Province on January 29th, 1916.

In the Report of the Commission, which appeared this year, the following statement is made in regard to feeble-mindedness in relation to public school instruction:

“In the school-room feeble-minded pupils may be injured by the influence of a consciousness of their inferiority or peculiarity, intensifying hypnotically their mental sense of aberrancy.

“It often results in their oppression or persecution by the crowd.

“They influence through suggestion or imitation the more unstable of the normal-minded pupils to their degradation.

“In extreme cases they shock the pupils of fine sensibilities, and frequently exercise a most pernicious influence upon the morals of other pupils.

“They absorb the time and attention of the teacher excessively as compared with the normal-minded, and may dissipate the attention of the whole class, while the teacher is endeavouring uselessly to make a point understood by them.

“They distract not only the attention of the teacher, but of the whole school, thus breaking up the general attention to work, causing loss of time, temper and efficiency in the discipline of the school.

“If one of them in the school-room gets some benefit, it may be at the expense of greater loss to perhaps thirty or even fifty.”

#### Union of South Africa

In Cape Town, the Cape Division School Board has begun a Special Class for defective children.

In Pretoria, the Chief Medical Inspector of Schools under the Education Department, Dr. C. L. Leipoldt, with his Assistant, Dr. J. M. Moll, publishes, in the Report appearing in 1916, a brief statement as to the Mentally Defective and Epileptic Children in that Province as follows:

In the first place, it is necessary to find out what percentage of mentally defective children, as distinct from backward children, is present in the schools; secondly, to determine what methods must be recommended for dealing with both classes. In regard to the first point, the available data show that approximately 1 per cent. of children may be regarded as sufficiently defective in mind to make their continuance in an ordinary school undesirable. For these children a special institution must be considered. For the other class the question of special schools versus parallel classes will have to be considered, and in this connection further information regarding local conditions, finance, expert teaching staff, transport, and types of schools or classes will have to be obtained before a definite recommendation can be made.

The epileptic register, containing the available information regarding every epileptic child examined at school has been increased by the addition of twenty names during the past seven months. This gives a percentage of 0.3 for all the children examined. Fifteen of these children are sufferers from epilepsy as the layman regards the disease; that is to say, they have attacks of the grand mal variety, and are known to be epileptics to parents and teachers alike. Five, on the other hand, suffer from the more serious, because less well known, petit mal type. They are dull and backward children, who do not get “epileptic convulsions” but who do get fits that may occur in class and may be entirely overlooked by the teacher. Such fits are for the most part, temporary absentmindedness, during which the child may commit some mistake; as the disease progresses these periods of irresponsibility become more frequent. Children suffering from petit mal are dangerous individuals in a mixed school and should be carefully looked

after. It is, therefore, advisable that all teachers should know that the disease is an important one, and refer for medical inspection any child who shows, in or out of class, a tendency to absentmindedness. Two of the cases diagnosed as petit mal were so referred by class teachers, who were under the impression that the boys in question were lazy and inattentive, and who had no knowledge that a serious mental disorder was responsible for this tendency.

#### New Zealand

The Report of the Minister of Education in New Zealand published in 1917 is remarkable for the progress shown in the Report of the Special Schools Section of the Department of Education, and also for the attention paid to Preventive Work, in connection with the Medical Inspection of Schools and Physical Education.

In regard to the Mentally Defective the following are among the most important parts of the Report:

#### **Education and Care of the Feeble-Minded**

During the year full publicity has been given to the compulsory clauses in the Education Act dealing with the education and training of feeble-minded or epileptic children between the ages of six and twenty-one years. As the result of a systematic canvass information regarding over six hundred cases was obtained. About three hundred and fifty of these were boys and two hundred and fifty girls. The assistance of the Medical Inspectors of Schools has been obtained for the preliminary examination of the majority of these cases; a great many have been examined, and the work is still proceeding.

The need for controlling and in the majority of cases for segregating all feeble-minded children is of the utmost importance if the physical and mental standard of the race is to be preserved. Of the cases already examined a great many are unfitted on account of their low mentality for admission to special schools, although in certain urgent cases admission has been arranged in the absence of any other means of dealing with them.

The inmates of schools for feeble-minded children are given a very simple course of instruction suited for their limited intelligence. Instruction is largely of a manual character, since these children are able to advance very slightly in the arts of reading, writing, and counting. The object of the instruction is to quicken the intelligence and dexterity of the children, so that later on they may be able to take part in some simple occupation and be able to some extent to help to support themselves and to find some interest in occupations suitable to their limited capacities. Only in very exceptional cases, if in any, can it be expected that any feeble-minded children can be brought up to a standard approximating to that of even the less efficient members of the ordinary community. It has been found that those who most closely approach the ordinary standard of intelligence and capacity run greater risks and are subject to greater dangers even than those with a very low grade of intelligence. It should be definitely known that all statements relating to alleged curing of feeble-minded children, or to their replacement in ordinary schools under ordinary instruction, or to their becoming able to take their place in the ordinary community, are really the result of a misunderstanding of the types of cases to which progress such as the above refers. Improvement referred to in such statements has been accomplished not in the case of feeble-minded children, but in the case of merely backward children who make unduly slow progress under the ordinary methods of school instruction. There are many children of this type in New Zealand, but

they are not placed in schools for the feeble-minded. Children who are feeble-minded in the real sense of the term are unlikely ever to improve sufficiently to make it safe for them to enter the general community. A great majority of them will need to be under protecting control throughout life, and all that the State can do for them is to reduce the amount of such supervision.

To meet the growing demands a school for feeble-minded girls was established during the year at Richmond, near Nelson. So far forty-eight girls have been admitted there, but accommodation is provided for about thirty more, and a selection is now being made of other applicants for admission. As two of the institutions at present utilized for industrial school purposes (at Auckland and Caversham) will be vacated during the course of the ensuing year it is proposed to convert them into special schools for girls; these two schools together will accommodate about ninety girls. The problem of catering for the feeble-minded is a most difficult one, and, although the need for direct action is pressing, it is not advisable from a financial point of view to enter on any extended programme of establishing institutions without the most careful consideration. The provision for further accommodation for feeble-minded children will probably necessitate the establishment of a school in the North Island in order to avoid undue travelling on the part of inmates and their relatives.

In the meantime no ambitious programme of training the girls has been entered upon at Richmond. More attention has been given to the building-up of the children physically and of making their lives reasonably happy in their new surroundings—a liberal diet, plenty of exercise, and an occasional trip to the seaside are having a marked effect on the physical condition of the children. A teacher is attached to the staff, and a certain amount of kindergarten work is carried out.

It is proposed to obtain the services of at least two lady teachers who have had special experience in the training of feeble-minded girls, and to establish one of the institutions referred to above for the training of the younger and more improvable girls. As the girls become proficient in some craft, such as mat making, sewing, etc., or are fairly capable at domestic or laundry work or gardening, they can be transferred to one of the other schools where it will not be necessary to employ an expert staff.

As in the majority of cases it will be necessary to retain lifelong control or the problem of establishing after-care homes or colonies will have to be faced in the near future.

With regard to boys, the extended building programme at the special school at Otekaike has now been completed and there is now provision for the accommodation of some two hundred cases. Workshops have been provided and technical instruction in carpentry, boot-making, mat-weaving, basket-making, box-making, etc., will be carried out. A thoroughly equipped day school has also been provided, and under the direction of an expert teacher progress in the training of the boys is now possible. Nearly one hundred boys have been admitted, and as the cases now under review are examined they will be drafted on to Otekaike until the full complement of the school is reached.

On the land attached to Otekaike and Richmond (in conjunction with the Nelson Training Farm) sufficient vegetables and fruit are grown to provide for the needs of these two schools, and in addition the dairy herds supply the schools with their requirements in the way of milk and cream. At each of these two schools a certain number of the inmates are employed on the farm or in the garden and orchard. Every care is taken, however, to ensure that no boy or girl is required to do work for which he or she is not physically fitted.







# FOURTH ANNUAL REPORT

OF THE

# Inspector of Auxiliary Classes OF ONTARIO

1918

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PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO

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ONTARIO  
DEPARTMENT OF EDUCATION

TORONTO

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1919



To THE HONOURABLE H. J. CODY, M.A., D.D., LL.D.,  
*Minister of Education for Ontario:*

SIR,—I have the honour to submit herewith the Fourth Annual Report upon Auxiliary Classes in the Province of Ontario.

I have the honour to be,

Sir,

Your obedient servant,

HELEN MACMURCHY,  
*Inspector of Auxiliary Classes of Ontario.*

TORONTO, January 25th, 1919.



# FOURTH ANNUAL REPORT OF THE AUXILIARY CLASSES OF ONTARIO 1918

Under the Auxiliary Classes Act some fourteen different types of Auxiliary Classes are recognized and a number of these have already been established in Ontario as shown by the following table:

Promotion Classes .....	2
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Open Air Schools .....	2
Open Air Classes .....	2
Hospital Classes .....	2
Sanatorium Classes .....	4
Institution Schools .....	15
Training Classes .....	5

A special grant of \$1,300.00 was voted by the Legislature and the sum of \$600.00 was paid in 1918 to the School Boards, under whose direction Auxiliary Classes had been carried on during the previous year in accordance with the Official Regulations.

## ADVANCEMENT CLASSES

There are no classes of this kind yet organized in Ontario, though it cannot be doubted that in all schools of one thousand pupils or more, the organization of such a class might be tried with advantage, both to the individual pupil and to the school as a whole.

Children who have marked ability combined with physical strength equal to or above the average, should receive due consideration and should not be allowed to drift into habits of intellectual carelessness, losing interest in school work because it does not call out their powers and hold their attention. The discovery of their gifts ought to be undertaken with enthusiasm on the part of the teacher, and probably only the request and opportunity is wanted to induce teachers to make such discoveries, indeed they are no doubt made already, but there has been no chance "to do anything about it."

There are two great errors which those who have to do with the schooling of children must constantly guard against. One is the folly of pushing children on—of attempting to usurp the place of nature and the mother—first and best of all teachers—hurrying children on to learn to read, and so retarding that much better education which children get for themselves by their own observations and questions, like the young chick that scratches her way in the world.

The other is the folly of standing idly by while preventable illness or imperfect sight, or dullness of hearing, or some other obstacle shuts the door of the kingdom of knowledge in the child's face. If a child of ten years old is down in a class with eight-year-olds or even seven-year-olds—who has sinned? This is a very serious matter for the child. Does he belong there? He did not drop down there all of a sudden. But we all sat heavily by, snoring loudly, while the poor child was losing his intellectual inheritance!

Consider the rather appalling fact that most children, judging by the things they say and do, are apparently more clever and interesting at the age of two to five years than they are afterwards.

Why? The truth is we seldom or never use our own minds to make any adequate estimate of children's gifts and abilities. For the mentally-defective child we are beginning to be compelled to do so, and that is one more progressive educational movement which began in the Special or Auxiliary Class. For the very gifted child we cannot help doing so. The gifts of such a child in operation are often as vivid as a flash of lightning. Besides a gifted child is so interesting and the working of a gifted mind, old or young, is so dramatic and spectacular, that we enjoy ourselves in admiration.

But that is not the ordinary work of life or school. Things like that make us "the very button a-top of Fortune's cap," and we cannot have that privilege every day. Our great business is to harvest the whole wheat field, and not to spend all our thoughts and energies on either the tallest stalks or the shortest ones. In other words, as Dr. John Priestley puts it, "We are concerned with ability to do the common intellectual tasks of life," and we should search diligently till we find it.

One thing that would help very much in the scientific study of this matter would be for the teacher to keep (under lock and key) a Diary, or Teacher's Book containing the intellectual history of the children in the class. Forty may be too many, alas! But four would be better than nothing.

It is possible to recognize ability if we try. Dr. Priestley discusses this in a recent issue of *The Medical Officer* under the title, "The Dull and Backward: Is it Possible to Measure General Ability?"

"Let us think of the able people we know, the people we like to work with as colleagues, assistants, servants, friends. What is about them that constitutes their 'ability,' their 'cleverness,' their 'good judgment,' their 'quick apprehension'?"

The following elements seem essential:—

(1) Memory. The power of receiving impressions of at least a fairly enduring character seems indispensable, and a very tenacious memory is an extremely valuable factor in any mental equipment.

(2) Recollection. Many people remember things very vividly and accurately and over long periods of time, but recollection does not come easily; their store of memories is hidden away and covered up and is not illuminated at once by every new impression. You have to go purposely to ransack it. The power of recollecting past experiences at the slightest beck and call is clearly most valuable, and some degree of it is indispensable to the notion of good abilities.

(3) Interest or curiosity. This is a sort of avidity for new facts, new situations, new problems; and the best of all, if there is added an avidity for old problems as if they were new.

(4) A certain faculty of imagination, not the fantasy of the poet, of course, but the 'scientific imagination,' the power of regrouping known or remembered facts, and not only the power to regroup, perhaps even more the delight in new grouping for its own sake, which alone buoys up the hypothesis-maker until he hits on the right idea.

(5) Judgment. To name this among the elements of ability without further analysis is a mere platitude. Perhaps the term will always elude complete analysis, but two measurable things go to the making of it; (a) there must be a *power of abstraction*, of perceiving that circumstances are a complex and that this and that item belong together and are the *essential feature* of the complex. (b) there must be a sensitiveness to the *similarities or analogies* of different sets of these essential facts. On these two powers all judgment seems to depend, and if they are acting well it is difficult to see how judgment can be other than good, unless it be from sheer perversity or the deflection due to extraneous non-intellectual factors.

(6) A certain quickness of decision and of making up one's mind seems essential to good general ability.

(7) Finally, a degree of fearlessness or self-reliance in opinion is essential, what we may call intellectual honesty or inflexibility.

The factors of general ability here set down are those displayed in the adult mind, but any one attentive to the mental operations of children will easily recognize them or their germs in children of school or even of pre-school age.

If now, these several elements be allowed to be the main factors of intellectual ability it will be granted that they are all in some degree measurable. Not that every power could be graded mathematically from 1 to 10 by any series of tests. Some might, for instance, grade memory, and perhaps recollection, and even quickness of decision in a less satisfactory degree; but as to all of them it would be possible to say, as school-masters are so fond of saying, that a person is 'weak' in this or 'fair' in that.

Whether it is possible for the cleverest school inspector to make such an appraisement after a twenty minutes' conversation is highly doubtful. The success of the testing would depend entirely on a serene atmosphere, and the mental atmosphere of a child is so easily disturbed by the presence of a stranger, and disturbed in such diverse ways, that all results obtained in such surroundings are suspect. But a child's teacher, having intimate converse with it over a period of months and skilled to watch the manifestations of each separate element of ability as it shows itself in the complex operations of the child's mind, would certainly be able to give a useful opinion. With such guidance, supplemented by his own testing, a school inspector might make a serviceable estimate also.

The above account of ability by no means exhausts the subject, even on the intellectual side. The intellectual mood of one may be mainly critical, of another enthusiastic and creative, and this makes a great difference. Again, one person may have greater natural powers of observation, and though this is not strictly an intellectual factor it is closely allied. While on the emotional or moral side there are many opportunities of shipwreck, and the best intellectual ability may be spoilt in effect by a bitter or irascible or sarcastic temper, by pessimism, by some form of selfishness, vanity or self-conceit.

Another non-intellectual factor which may indefinitely increase the effect of ability is driving force."

The class-room situation is thus described in "The Child," by Miss Elizabeth A. Irwin, under the heading, "The Education of Superior Children."

"The question remains; what shall be done with their fleet young minds once their fleetness has been discovered? The obvious thing is to put them ahead in school, but the obvious thing is not necessarily the wisest thing. The question whether a child should enter High School at 12 or 14 is a debatable one. On the whole special classes for bright children should not progress much more rapidly than other classes. They are not cram courses. But the school activities of these children should follow a wider range of effort and experience than the regulation curriculum affords. They can digest a much larger slice of life without ever tasting prematurely of the apple of wisdom. A more varied intellectual ration is needed rather than a speeding-up process, for education like gestation, cannot be speeded up. Organic and orderly development is just as necessary for the rare and superior child as it is for the teeming average.

But let us suppose that this child is sitting daily in a class where he reigns facile princeps. Habits of ennui, under-effort, of day-dreaming, fasten upon him; his character fails to evolve in harmony with his intelligence. 'The danger with exceptionally bright children,' says Terman, 'is not over-pressure, but under-pressure.'

We cannot believe that nature would endow a child with all round superiority. We cultivate a tradition that talented people have no common-sense and that genius is not red-blooded. As a matter of fact, the psychologists are finding that the children who possess the highest grade of intelligence tend to be well-developed in body as well as in mind. Over-weight and over-size are common among them. The physical examination of groups of such children has shown them to be peculiarly free from physical deficiencies, just as the feeble-minded are known to be weighed down by an agglomeration of physical defects.

In one of the public schools of New York City there has recently been established a series of special classes for children whose psychological examination shows them to be of unusually high-grade intelligence. These children are drawn from a tenement neighbourhood. They represent the top one per cent. of the child population, and the presumption is that, in any neighbourhood where all sorts and conditions of men are fairly mingled, there is a corresponding one per cent. of the children who measure up to the standard of genius or near genius, and are Nature's candidates for the best that modern education can offer by means of scholarships and special opportunities. Democracy in education requires that superior education shall be given to superior intelligence and not remain, as at present, the prerogative of superior wealth. Economists, like Professor Marshall and Mr. Webb, have emphasized the fact that among the children of the

poor, untold talent goes to waste and civilization is a heavy loser thereby. Scientists, like Sir Francis Galton, have made studies of men of genius and the laws of heredity which they demonstrate. But never, until the development of the intelligence test, has it been possible to discover the gifted in childhood and to nurture these chosen ones when nurture is most needed and when it most avails."

#### Promotion Classes

The question of helping our retarded children is an extremely important one, and should receive more attention in Ontario.

In Ottawa, the Waller Street School was visited during the first half of the year and the work there was found to be most interesting. The pupils were boys and girls of thirteen to fifteen years of age who have, for some reason, not done well at school, the fault being sometimes with the home, sometimes with the school, sometimes with the teacher, sometimes with the personality of the child being misunderstood or difficult. Each child seems to be studied individually and has individual care.

The Principal, Mr. Kemp, and his staff of three teachers were doing excellent work. Manual Training, carpentry, pottery, simple work in metals, domestic arts are all taught, and the pupils seem to be really getting an idea of how to work and improve themselves. This work should be enlarged and encouraged, but unfortunately it has been stopped in the meantime, as the building, which was not very suitable for the work, has been taken over by the Dominion Government. It is hoped that a better building will be provided and that vocational and trade work will be made available for such young persons.

The Promotion Classes at Lansdowne School and Queen Alexandra School in Toronto, continue to do good work, but the mentally defective children in these classes should be removed to a class of their own.

#### The Backward Child

It must be remembered that only about fifteen per cent. of Ontario children reach the High School or Collegiate Institute. The remaining eighty-five per cent. have as their only school the Public or Separate Schools, and we must remember this important fact. A letter contributed to the press on July 18th, 1918, speaking of the "Soldiers of Toil" asks, "What did the educational system of Ontario offer these men and women?"

The writer, a veteran teacher, pleads the cause of the child who "was improperly equipped by nature to fulfil the demands made upon it by the Ontario educational system."

"There was in one of my schools a blacksmith's son, who could not learn the common processes of arithmetic. Spelling and Geography were as the thumbscrews to the martyr. He did become interested in literature, wherever it led him from home. At the age of eleven years he was still in the Part I Class, and by the time he is fourteen he will probably have been 'shoved' as far as the Third Book. Then he will quit school for the work he loves—farming and horses. But for a scant half-hour a week that was spent on topics even remotely connected with the one nearest his soul, he had to spend some twenty hours over subjects which did not stir one brain cell in his hard round head.

Then there was Thesba. Dear, homely, warm-hearted little Canadian with the unusual Greek name. How Thesba loved to wait for me when school was dismissed, and talk about housework and milking cows, and making butter, and feeding the chickens, and gardening. Thesba's big heart nearly burst the day I borrowed a horse and drove three miles from my boarding house to see her at her home. But Thesba is so constituted mentally that she will never learn to read out of anything but her primer, and her addition and subtraction are painfully performed at the age of thirteen years with beads and splints.

There are but two examples of dozens I might cite."

Backward children should have a more "natural" education—an education which does not use the eye and ear to the exclusion of all the other senses—smell—touch—taste and muscle sense. It should not be forgotten that the brain cells related to motor activity occupy a very large part of the brain.

Backward children are often those whose health is not good, or whose gifts are undiscovered. But sometimes they are called "backward" when they are really mentally defective.

#### English Classes

During the war, as very few immigrants were coming to Ontario, the English classes were discontinued, no pupils requiring such instruction.

The whole question of Canadian citizenship, however, has become more pressing in view of the events of the war, and the tide of immigration will probably soon rise again.

An important book published during the year by Inspector J. T. M. Anderson, of Yorkton, Sask., (Toronto: J. M. Dent & Sons) under the title "The Education of the New Canadian," should be widely read in Canada.

#### Parental or Industrial Schools

The four Industrial Schools of Ontario are St. Mary's Industrial School for Girls, Toronto; The Alexandra Industrial School for Girls, East Toronto; St. John's Industrial School for Boys, East Toronto; and the Victoria Industrial School for Boys, Mimico.

The attendance of pupils at these schools, which are all residential, varies from about 100 to about 300, and the total enrolment is upwards of 700. Not much change has taken place during the year, except that a crisis has arisen in regard to the appointment and payment of the teachers in two of the schools, which will probably be dealt with at an early date.

A good deal of attention is given to vocational work, especially in the Victoria and Alexandra Schools, and success has attended these efforts.

#### Open Air Schools

From May to October in the two large parks in the City of Toronto, Victoria Park and High Park, temporary sites have been secured for Forest Schools. The Board of Education appoints a Principal and assistant teachers, and about 100 children are admitted to each school, and attend with great regularity, the attendance being about 90 per cent. of the enrolment.

At the High Park School the singing, the school gardens, and the general organization are specially good.

At the Victoria Park School the equipment is much better than last year, and the children appear to be much interested in their work.

The time has come when the temporary character of the sites, buildings, equipment, and organization of these schools should give place to an adequate and carefully planned scheme which can be properly recognized by the Department.

#### Open Air Classes

The Open Air Classes in the Orde Street School have now excellent equipment and accommodation and are doing satisfactory work. However, it would be much better if some proper method of heating were provided for one of the class-rooms, which was built without any such equipment. The health of the children improves in these classes, the open air and the whole regime being beneficial.

A valuable book on Open Air Schools has been published this year by Inspector N. S. MacDonald, of Toronto (McClelland, Goodchild & Stewart). It will be found a valuable book of reference by all who are interested in Auxiliary Classes and in modern educational movements, and the information given is of a practical and useful character.

Open Air Schools and Classes and Open Air methods should be encouraged and better organized in Ontario. This work offers great possibilities and many children suffer from the lack of fresh air, both at school and at home. When Open Air methods are used "the result will inevitably be a great increase in the physical and mental vigour of the children—an experience which School Medical Officers and teachers in areas where provision already exists have during the past years invariably recorded. There are not less than 10 per cent. of the school children (of England and Wales) who would reap permanent advantage by being taught in open-air schools.

The application of the open-air method of education in the Elementary Schools (in England) takes the form of:

1. Classes held in the playgrounds of Public Elementary Schools, for the instruction of children who are normal or those apparently suffering from mal-nutrition or other physical defects.
2. Classes held in public parks or open spaces.
3. "School journeys," which provide for the withdrawal of children from Public Elementary Schools for periods varying from one day to three weeks for instruction at the seaside or in the country.
4. Holiday schools and camps.
5. Open-air class rooms in Public Elementary Schools.
6. Open-air Day Special Schools.
7. Open-air residential schools of recovery for the treatment and education of children suffering from severe debility or other disabling conditions." (Sir George Newman.)

### **Hospital Classes**

The Board of Education, Toronto, appoints a teacher for the children who are inmates of the Home for Incurable Children. This teaching is a great boon to the children. It adds interest to their lives, lightens their sufferings, and enables them to occupy themselves usefully and happily. It is hoped that occupational work will continue to be developed and that better facilities will be provided for it.

At the Hospital for Sick Children, Toronto, one of the regular Public School staff is in charge of the children's education, but the instruction is individual, partly on account of the health of the children, and partly because it was found impossible to carry on class work. This work is good for the children, and should be further developed.

### **Sanatorium Classes**

The Preventorium, conducted in a suitable and well equipped building on a fine country site, some distance north of the City of Toronto, is doing an excellent work. It should perhaps rather be called an Open Air School, as it is organized on Open Air principles. The average stay of the children is about six months. They go home as soon as their health and vigour is re-established; they are merely "contacts" and everything about the place speaks, as it ought, of health and not of sickness. There is no danger of any child being "institutionalized."

There are two classes, the senior and junior, and several grades are included in each of these. The little children have an hour's instruction in the morning and another hour in the afternoon. The older children have one and a half hours in the morning and one and a half hours in the afternoon.

This institution was established and is maintained by the Imperial Order of the Daughters of the Empire.

At the Weston Sanatorium there were at the last inspection about 77 children, 74 of whom are residents of Toronto—42 boys and 35 girls. Nine are under four years of age and ten are over 14 years, the remainder being from 5 to 14 years.

There is a kindergarten class of 14 little children under the charge of a Kindergarten teacher trained in London, England. This class was seen at work and the children seemed to be happy and interested. The hours of the kindergarten are from 9-12 in the morning and from 3-4 in the afternoon. The kindergarten room is on the ground floor of the Queen Mary Sanatorium and is well equipped.

The other children occupy a school-room on the upper floor which is equipped with 60 desks, 3 blackboards, a suitable cupboard, a book-case, window-boxes, etc. A stove has been placed in this large room in order to make the heating satisfactory, even when the weather is very severe. The pipes which run round the outside walls usually keep it pretty comfortable.

Three of the children who are taught in this large class-room are not allowed to go out at present and these were found in the school-room working quietly by themselves. The other children were leaving, under the charge of the teacher, to spend part of the afternoon in the open air tobogganing and otherwise amusing themselves. This arrangement is carried out two or three times a week in the winter weather. The children were carefully and comfortably dressed for the cold weather.

There are, of course, a number of different grades in this class and an endeavour is made, if the children are well enough to study, to keep their work up as nearly as possible to the work of the ordinary grades.

It has been recommended that arrangements should be made to give the boys manual training and to give the girls instruction in Domestic Science. There are rooms in the Queen Mary Sanatorium which are adapted for this purpose, and it is of great importance that such instruction should be given.

On account of the prevalence of influenza during the second part of the school year in 1918, and for other reasons it was not possible to make the usual inspection of the classes at the Hamilton Sanatorium and the London Sanatorium. The reports indicate that the work is being carried on well and that the children are much benefited thereby.

#### **Ambulance Classes**

Reports have been presented from time to time by the Chief Medical Inspector to the Board of Education, Toronto, in regard to children who, for many different reasons should have Auxiliary Class education. Excluding mentally-defective and epileptic children so reported the total number is about 100, and among these is a group of 17 disabled children living in the central part of Toronto, who were unable to get to school on account of such disability.

At its meeting on May 2nd, 1918, the Board appointed four of its members as a Special Committee to consider certain problems of health and social welfare, reporting from time to time "such information as may enable the Board to deal with such problems as far as they come under its supervision."

At the meeting of the Board on June 28th, 1918, the following motion of Mr. Thompson was referred to the Special Committee above mentioned: "That

this Board take immediate steps to provide auxiliary classes for those pupils who are declared by the Chief Medical Officer to be mentally and physically deficient, that they may get better care in harmony with their needs, and that those who are not so afflicted may not be retarded in their school work.

The Special Committee, through its Chairman, Mrs. Courtice, reported as follows:

To the Board of Education:

It has been recommended that the following motion of Mr. Thompson, viz: "That this Board take immediate steps to provide Auxiliary Classes for those pupils who are declared by the Chief Medical Officer mentally and physically deficient, that they may get better care in harmony with their needs and that those who are not so afflicted may not be retarded in their school work," and the report of the inspectors thereon be referred to the Special Committee appointed by the Board May 2nd, 1918, as per section 3 of Management Report No. 9, Part 1 (page 448, Appendix to Minutes).

The report of the Chief Medical Officer gives the names of eighty-eight children, classified as follows:

Disabled Children .....	42
Deaf and semi-deaf .....	14
Defective vision .....	12
Defective speech .....	7
Epileptic children .....	13

After a brief study of the first group it appears that seventeen of these children are residing between the Don River and Palmerston Avenue and are urgently in need of Auxiliary class privileges.

It is recommended that accommodation, at a centrally situated school with sufficient vacant rooms, be fitted up for Auxiliary Classes and that a specially qualified teacher be engaged for the work.

The Board adopted this report and approved of the establishment of a class for disabled children in the Orde Street School, provided that the necessary transportation could be arranged for. This was done by the generosity of Sir Joseph Flavelle who, on November 20th, 1918, gave a motor car for the use of these children to take them to the Auxiliary Class in Orde Street School, or to any other class which it might be best for them to attend. The Committee then reported as follows:

Report No. 2 of Special Committee for Auxiliary Classes.

Thursday, December 5th, 1918.

To the Board of Education:

On September the 30th the following motion was adopted by the Board, viz: "That accommodation at a centrally situated school with sufficient vacant rooms be fitted up for Auxiliary Classes, and that a specially qualified teacher be engaged for the work as soon as proper transportation may be provided."

Your Committee reports that proper transportation has been provided, through the kindness of Dr. Helen MacMurchy, and recommends:

1. That accommodation be fitted up in Orde Street School, with movable desks and chairs.
2. That Mrs. Kerr be transferred from Queen Victoria School to Orde Street School to take charge of the work.
3. That the Auxiliary Class for disabled children be opened not later than January 6th, 1919.
4. That the Chief Inspector be authorized to complete the details of arrangement, conferring with the Principal of the School, and, where necessary, with the Medical Health Officer and the Provincial Inspector of Auxiliary Classes.

Respectfully submitted,

ADA COURTICE,

*Chairman of Committee.*

At a meeting of the Board on December 5th, 1918, the Report was adopted, and Mrs. Courtice, seconded by Mr. Brown, moved that the motor car presented by Sir Joseph Flavelle for the use of the pupils of the Auxiliary Class for Disabled Children be accepted, and that the thanks of the Board be tendered to the donor, which was carried.

It is expected that this, the first class in Canada for disabled children, will be opened in January, 1919.

This is a cheering example of community spirit in reconstruction and no one knows how much good it may do.

“And there is another side to this problem. Plato tells of a friend whose ill-health had kept him out of the hurly-burly of public life to the great benefit of his mind. This ‘bridle of Theages’ as he calls it may have a real value. A physical burden bravely borne makes a strong man, whose moral force in a community is worth a score of men-machines.”—(Sir William Osler.)

A truly wonderful work for disabled children and disabled soldiers is carried on at the Heritage Craft Schools, Chailey, Sussex, England, to which some reference was made in the Third Annual Report. These schools have now more than twenty branches in different parts of England, and their aim is to enable specially afflicted and disabled members of the Guild who show special talent to be thoroughly trained and to become in time partially, if not wholly, self-supporting.

Children are admitted from two years of age to the Montessori School, and transferred in due course to the Craft Schools proper—leaving at the age of 16.

In all, over 370 crippled children from the Heritage Craft Schools, Chailey, have been placed out in the world to earn their living, the boys at some branch of the woodwork trade, and the girls in fine needle work and domestic service.

The establishment of the Princess Louise Special Military Surgical Hospital (in connection with the Special Military Surgical Hospital, Shepherd's Bush) and the St. Nicholas Home for Raid Shock Children—and the knowledge that twenty-seven old boys (once crippled) are now serving with His Majesty's Forces (three have already laid down their lives for King and Country) together with the fact that no orders for craft work have been undertaken by the boys' workshops since the outbreak of the war, their time being occupied in the making of war equipment, furniture and appliances for hospitals, as per regulation requirements, go to prove that the spirit of the schools is wholly alive to the national crisis, and genuinely desirous of helping in every possible way. The girls also have undertaken war work of different kinds from time to time.

The armistice was signed on St. Martin's Day (St. Martin is the Patron Saint of the Guild) and so the St. Martin Armistice Appeal has been made for money to help this noble work.

On December 11th there took place at the Schools the unveiling of the Anglo-American Window to the memory of Juliana Horatio Ewing, the author (sometime of Fredericton, N.B.). Readers of “The Story of a Short Life” will know why.

“A life wasted that might have been useful?

Men who have died for men, in all ages, forgive the thought!

There is a heritage of heroic example and noble obligation, not reckoned in the Wealth of Nations, but essential to a nation's life; the contempt of which, in any people, may, not slowly, mean even its commercial fall.

Very sweet are the uses of prosperity, the harvests of peace and progress, the fostering sunshine of health and happiness, and length of days in the land.

But there be things—oh, sons of what has deserved the name of Great Britain, forget it not!—‘the good of’ which and ‘the use of’ which are beyond all calculation of worldly goods and earthly uses; things such as Love, and Honour, and the Soul of Man, which cannot be bought with a price, and which do not die with death. And they who would fain live happily *ever* after, should not leave these things out of the lessons of their lives.”—(J. H. Ewing.)

### Speech Classes

Children who cannot speak easily or who have any speech defect are almost always backward at school. More attention is being given to this matter, particularly in the United States. San Francisco, for example, has organized the work under the Department of Speech Correction of the Public Schools, which was organized September, 1916. Five schools were chosen as centres. The defective speech classes from the schools in each district assemble at their respective centres one-half day each week. The other days of the week these classes receive thirty minutes’ drill from the teacher assigned to accompany the pupils to the centre. A complete record of each pupil is kept, describing conditions before and during correction.

The classes were divided into two divisions—Class One and Class Two—Class One consists of stammerers, stutterers and “cluttering” cases; Class Two consists of lispers, cases of infantile speech, faulty articulation and enunciation.

“Of the total enrolment of 1,486 pupils 39 per cent. were enrolled in Class One, 61 per cent. in Class Two. The Department has received splendid co-operation from superintendents, principals, and teachers of the entire school department. Parents and teachers are rapidly becoming interested in the work, particularly from the viewpoint of the greater efficiency of the child. In the past children having defective speech have been retarded in their school grades and general development, owing to their inability to properly express their ideas.

In addition to the work given during the regular schools, a clinic free to the public is maintained throughout the year at the affiliated colleges, under the auspices of the University of California’s Medical Department. Here on Saturday morning classes are conducted for pupils, students and adults. Teachers are invited to bring cases from their various schools for diagnosis and individual instruction.

Under the University Extension Department, classes were held for teachers covering the theoretical and practical phases in speech correction. Evening classes for adults having speech defects were also provided.

During the year 1918, the following is the programme proposed for this department in the San Francisco Public Schools. First, a thorough survey of speech conditions in our public schools; second, the supervision of general speech improvement of schools by establishing in the regular class-room carefully graded drills to promote clear enunciation, articulation, breath-control and proper voice production; third, for the twenty-one nationalities represented in our schools, methods for elimination of foreign accent will be employed; fourth, the closer co-operation of the co-related departments. Demonstrations will be given before the teaching body of corrective methods employed in speech correction and general speech improvement.” (M. F. Gifford in the *Volta Review*.)

Some progress is being made in Ontario in regard to these matters, and teachers who have children suffering from special difficulties in learning to read, learning to write or even learning to speak are recommended to give special attention to this matter.

### Word-Blindness

Two important articles have appeared on Word-Blindness, viz.: Dr. James Kerr’s article on “Congenital and Developmental Asphasia” in *School Hygiene* for November, 1918 (Adlard & Son, London, E.C.), and “Developmental Asphasia,” by Clara Schmidt, in the *Elementary School Journal* (University of Chicago Press).

**Myopia Classes**

The education of children with defective vision is an important matter, both because these children need education even more than the child who has no such handicap, and because without special education and training they are almost sure to become dependent and non-producing members of society, not having the useful and happy life they should have.\*

Again the great calamity of war has forced us to learn lessons that peace failed to teach us. It is stated that there are probably 2,000 blind persons in Ontario, and the great work done for many of them by the Institute for the Blind in Brantford is well known. In the whole of Canada there are probably about 7,000 blind persons—men, women and children, and to these we must now add over 100 Canadian soldiers, who have lost their sight in the war, and about 44 persons who lost their sight in the Halifax disaster, December 6th, 1917.

During the year the Canadian National Institute for the Blind has been founded, and the work of the Canadian Women's Association for the Welfare of the Blind has been extended and enlarged in co-operation with the Institute. There are three main lines of action which appeal at once to anyone who thinks of children with defective sight. First, prevention of such defects. Second, preservation of any sight the child has. Third, education, so that the child may be a useful, happy and independent member of society.

We must look to the School Medical Officers and Nurses in co-operation with Oculists and Public Health Authorities and the Medical profession (especially Obstetricians) on the one hand and the Educational authorities on the other to get something done along these three lines.

It is quite evident that children who are only partially sighted cannot be taught satisfactorily if we are only allowed to use the methods used for children with ordinary good sight.

"Myope Classes," so-called because the majority of children in such classes suffer from myopia, have been carried on with great success for ten years or more in London and in most of the other cities and large towns in Great Britain.

Mr. N. Bishop Harman, F.R.S.C., Oculist to the London County Council Schools, speaking of the seven such classes in London, says:

"The myope class is, in its basis, a very simple and natural affair. It does not claim any extraordinary virtue as an educational revolution. But it is claimed for it that it fits a definite situation, and further that it is attractive to teachers and children alike, even though it demands greater skill in the former and more alertness from the latter.

This scheme of myope classes has been working for seven years; it is elastic enough to meet the necessities both of the young children and of the older children, from the ages of 5 to 14, the only ages for which special forms of educational treatment are required. Its principles can be adapted to the individual needs of children attending ordinary schools, both public and elementary, and not a few short-sighted children have been admitted to well-known public schools for girls and boys, and therein have followed satisfactorily their studies with such modifications in their particular interest as this myope scheme has suggested.

The curriculum falls into three parts; (1) Oral teaching, taken for the most part in the normal schools; (2) literary work, taken in the special class; (3) handicraft work, also carried out in the special class. For the oral teaching the children are taken over to the associated normal school and drafted into those classes therein for which their attainment provides. They sit in the front row and engage in the ordinary work of the class, except that when any reading or writing work is to be done in connection with the course of study they take no part therein. Similarly they join with the normal children for singing, drill and games (such of them as may safely do so). Both in the

\* Those interested should consult the Annual Report of the Ontario School for the Blind, Brantford, and learn of the excellent work being done there.

normal school and in the special class much is made of action songs and musical exercises. Every effort is made to enlist the sympathies of the teachers of the normal schools with the work of these children, so that though occasional scholars they shall be regarded as part of the ordinary school work. And experience proves that these arrangements can be carried through regularly without interference with the proper work and discipline of the normal school. The children, on the other hand, learn to regard themselves as definitely associated with their normal comrades, to their great advantage, both in the immediate work of their training and for the future when they leave school. So soon as one of these oral lessons is completed the myope children return to their own class-room; there the teachers of the special classes proceed to develop the lessons given in the normal schools. The work becomes, in this sense somewhat in the nature of what is known as 'preparation' in the public school curriculum. The lesson taken is written out from memory on the blackboard with which each child is provided, catechism is given by the teachers of the myope class, who are familiar with the order of lessons given in the normal school, so that there is a very real fixation of the lesson in the minds of the children. There is further literary work given in the myope class of the sort that is usually written on paper in the normal school, but in these classes all this work is done on the blackboard, or on large printed sheets, which the senior pupils in the classes prepare as part of their work. The manner of printing these sheets is as follows: large sheets of white paper are hung up on the walls or blackboards of the room, and thereon are printed by the use of rubber faced type of 2-in. and 1-in. square, selected extracts from well-known literature of the kind that can be put to educational use, and also extracts from lessons in geography, history and the like. Already the myope classes have collected in this fashion quite a library of sheets which are in constant use by both the junior and senior children. The work of printing these sheets is greatly liked by the children, indeed it has become a prize task for the best of the elder children.

Arithmetic is practised on the blackboards, teachers and children working together on the wall blackboards and on the individual boards. A great point is made in the development of mental arithmetic, so as to facilitate the association in the mind of ideas of figures without the adjuvant written symbols—many of the children get quite expert in the practice; this is an added safeguard against the excessive use of the eyes in near work. Further, arithmetic is associated with practical work in handicraft.

Handicraft—The extension of this branch of the work has been given particular attention. The provision of suitable work is by no means a simple matter. The limitations necessarily introduced by the fact that the eyes must not be used for any length of time in the stooping posture, and that the work must not be so fine as to require close application, prevent the use of some of the best, most practicable, most educative forms of handiwork that can be exploited for school children."

By the Elementary Education (Blind and Deaf Children) Act in 1893, the Education of Blind and Deaf Children was made compulsory in Great Britain.

In terms of this statute the school authorities were made responsible for the provision of suitable elementary education for blind children up to sixteen years of age. The principal aim of the Education Act, 1893, was to supply education in some useful profession or trade which would enable the blind to earn their livelihood and to become useful citizens; but unfortunately no provision was made therein for the completion of their education and industrial training after the age of sixteen.

In 1914 a Departmental Committee on the Welfare of the Blind was appointed by the Local Government Board. This Committee issued its final report in 1917 and during the year 1918 a great deal of attention has been directed to it. The Report recommends that a Special Department for the care and supervision of the blind be set up in the Ministry of Health, and after devoting great attention to the Prevention of Blindness refers in part as follows to Elementary Education:

"The attention of elementary education authorities should be drawn to the imperative necessity of seeing that all possible steps are taken to discover the aptitudes of blind pupils.

The employment of blind teachers wherever practicable should be encouraged, and the salaries of blind teachers should be on an equality with those of sighted teachers.

The education authorities should take steps to increase the number of schools or classes for the separate treatment of myopic and partially-sighted children.

A uniform scheme of after-care should be initiated in the elementary education system, and we recommend that a detailed register be made of all the children in the elementary schools and that, by means of paid visitors, the elementary education authorities should keep in touch with children leaving elementary schools, until they are transferred to the care of either the secondary education authority or some recognized organization for the blind. The Central Authority should work out details of this scheme in conjunction with the Education Department.

In conclusion the Committee says:

We want to impress upon the country the extremely hopeful nature of this problem. It will be observed that whereas in England and Wales one in 1,285 were reported as blind in 1901, the last census return shows this number to be reduced to one in 1,370.

We are convinced that if our recommendations are adopted, the proportion of the blind to the population will be gradually and permanently reduced. We might well hope that each decade would see a diminution in the numbers both of those who are blind from birth and those who are blind from accident, if effect is given by the State and by all concerned to the recommendations which we have submitted.

Now that our investigations have shown that by a reasonable expenditure of money and by well-directed effort we can greatly reduce the numbers of the blind, and at the same time materially improve the condition of those whose sight we cannot restore, we ought not, as a nation, to rest content until at least we have set an example to all other nations.

A great nation ought undoubtedly to direct a portion of its resources towards the adoption of wise measures for the relief of the weak and suffering members amongst its citizens. In years to come it should be part of Great Britain's pride that in these Islands can be studied the best methods for the prevention of blindness and the best treatment of those whose blindness cannot by any human knowledge or resource be averted."

In the United States, Ohio has seventeen such classes in operation and there are ten in Massachusetts. The work was begun in Cleveland in 1909 by Mr. R. B. Irwin, and in the eight years of work the following conclusions have been reached by those engaged in the work there:

1. Nearly all children entering classes for conservation of vision had been excluded from all educational advantages because of their inability to use the ordinary equipment.

2. Where medical school inspection includes examination of the eyes by a skilled ophthalmologist there is one sight-saving pupil to every 1,600 of the school population; where such is lacking there is one sight-saving pupil to every 250 of the school population.

3. Where adequate treatment is provided for children in classes for conservation of vision, 33½ per cent. can be returned to the regular grades.

Blindness is defined as "having insufficient sight to read ordinary print or to follow avocations requiring perfect sight." Many a boy and girl who is partially blind and is unable to attend the public schools on this account, grows up in the community without an education simply because the parents do not regard the child as blind, inasmuch as it possesses sufficient sight to freely move about. Later on when the child grows up and it is found that he cannot engage in any useful or profitable work it is then realized, too late, that he has for years been practically blind and should have been properly trained in a school for the blind. (47th Annual Report, Halifax School for the Blind.)

#### Moving Pictures

In connection with the care of children's eyes and the unfortunate fact that the sight of many children deteriorates at school, the educational importance of moving pictures should receive attention. The following extract from the report of Inspector Harry as published in the Report of the Minister of Education for South Australia deals with this matter:

"The present practice of dealing with the attendance of children at moving picture shows leaves much to be desired. The matter is giving thoughtful people much concern. The effects at present are bad, both morally and physically. There is scarcely any better way of extending some forms of knowledge than by means of moving pictures; but regulation is needed. There should be a specific branch of the Education Department set apart with officers appointed to see that the best is done. The time occupied in looking at these pictures should be suitable and limited, the surroundings should be clean, the subjects properly selected. It would be a blessing if these things were controlled by persons who had only the interests of the children at heart. I view with some fears the present outlook. There are under-currents at work in our national life that are taking us on the rocks."

#### Lip=Reading Classes\*

The Public School Board of Sault Ste. Marie opened a lip-reading class for Semi-deaf and Deaf Children in September, 1918. It was intended that the class should be inspected in October, but unfortunately on account of outbreaks of influenza the inspection could not be made.

A good many inquiries have been made during the year in regard to Lip-reading Classes, and an excellent evening class in Household Science for girls who could not hear was held at the Central Technical School, Toronto, this year, but no regular classes have been established in the Public Schools, except the class at Sault Ste. Marie.

The teaching of the Oral Method to deaf children is making steady progress. Those who have become accustomed to the so-called deaf and dumb alphabet may find it hard to change. But the parents of children who do not hear well, when they understand the advantages of the Oral Method usually insist that it shall be employed for the benefit of their children.

In Vancouver, B.C., under the Board of Education, there is an Oral School for the Deaf with 35 pupils in attendance. Some of these children come from other provinces.

It is likely that in this generation much more attention will be given to the cure or improvement of deafness than ever before, so perhaps conferring a permanent benefit from those who have difficulty in hearing. The best action of all is prevention of scarlet fever and other infections which tend to destroy hearing. The next best is to give those who suffer in this way every educational and other aid, especially lip-reading.

The number of soldiers whose hearing has been more or less impaired while they were on active service is unfortunately quite large—larger than in any previous war, both on account of the conditions of trench warfare, which predispose to catarrhal conditions, often affecting hearing, and on account of the enormous quantities of high explosives used, the effect of which was to cause such noises and disturbances in the air as to damage the hearing of those nearest the explosives.

The Ministry of Pensions in Great Britain has appointed a "Special Aural Board" of which Dr. Dundas Grant is Chairman. An article by Dr. Grant in "Recalled to Life" gives valuable information about the treatment and training of deaf soldiers:

The chief aim is to restore to these men the capacity for understanding and communicating with their fellows. Of the various ways and means, lip-reading is by far the most important. "When skill in lip-reading is attained," says Dr. Grant, "the individual is again made a sociable being, and is saved, to a great extent, from that isolation and self-inclusion which render him both sullen and

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\*Those interested should consult the Annual Report of the Ontario School for the Deaf, Belleville, and learn of the excellent work being done there.

suspicious." He next tells of his tour among French schools for the instruction and re-education of the deaf soldier. At one place he asked the chief gardener, an expert lip-reader, whether he could tell that he was not French, and received the answer that "les mouvements de vos levres ne sont pas les memes que les nôtres," showing that it is possible to see the foreign accent of a good linguist. Good results have already followed skilful teaching in France, and parallel work in the United Kingdom has recently been started, notably in Edinburgh. It appears that the number of soldiers so completely deafened by warfare as to be unfit for reasonable enjoyment of social and industrial life is relatively not very considerable, and that from three to six months' methodical instruction in lip-reading will usually remove their main disability to a notable extent.

A point upon which Dr. Grant dwells more than once is the concentration of attention needed for the acquisition of lip-reading leading to fatigue, especially in men who have worked hard at other pursuits during the day, and this is an obstacle in regular attendance at evening classes.

A Department of Reconstruction for Defects in Hearing and Speech has been established in the Office of the Surgeon-General in Washington. This Department is in connection with the Division of Physical Reconstruction under Colonel Frank Billings.

#### **The Alexander Graham Bell School**

The City of Chicago has made a forward step of importance in the education of deaf children during the year in the opening of the Alexander Graham Bell School at Oakley Boulevard and Grace Street. This school contains 39 class-rooms, 15 of which are designed for the use of Deaf Classes and 24 for hearing children.

It was opened by Dr. Alexander Graham Bell, who gave an address in which he told how the endeavour to perfect an instrument to aid the deaf led to an invention of the telephone. "I have had nothing to do with the telephone for thirty years," he said, at the dedication of the school. "It has gone far beyond me. When, however, I married a girl, who had proved to me, through her own experience, not only that the deaf could speak, but that they could 'see speech,'" I also married this work—the oral instruction of the deaf."

Dr. Bell declared that Chicago is leading the world in the matter of educating the deaf child while retaining him in the normal environment.

"To take the child from his home and from associations with those who hear and to separate him for a number of years in an institution from the world in which he must eventually live and work is to put him at a great disadvantage. It is an effort to fit him for a normal environment by taking him out of it during a formative period, and this is clearly a mistake. He grows away from the normal family conditions; he acquires the viewpoint of his own kind, and he is likely to marry within his own circle. The best way is the Chicago way, which is to keep classes for the deaf in schools for hearing children."

"A play was given at the Alexander Graham Bell School yesterday, in which both hearing and non-hearing children took part, and when Dr. Bell was asked to distinguish between the two he was unable to do so." (*Chicago News*, April 12, 1918.)

#### **Hearing with the Eyes**

The average person is too busy or too something-else to understand the real importance of lip-reading, or rather, to understand the position of a deaf person, young or old. Lip-reading rescues the deaf from unemployment and unhappiness. It may almost be said to reconstruct life for them. Perhaps this has never been better expressed than in an article under the above title in the *Boston Evening*

*Transcript, January 31st, 1918, by a member of the class in lip-reading in the Boston Evening Schools:*

"Don't worry about your deafness, young man; it's scarcely noticeable," replied my employer, some time ago, when I inquired whether it would debar me from work in his office. "As long as you can understand what is said to you, you can keep your position here."

"I did not have the courage to tell him that specialists had said I would slowly grow worse, and in time—a long time yet—would be totally deaf. My future was a problem, but in the meantime I was sure of a pay envelope as long as I could hear what was said.

"As deafness increased, I learned from personal experience, and also from talks with the hard of hearing, there was a social as well as a bread-and-butter phase to my problem. Every one likes to exchange ideas, every one enjoys the give-and-take of conversation; these, together with the accompanying companionship and mental and spiritual stimuli, keep us sane and normal. Deafness, however, is a barrier to these pleasures and necessities. How can we, how can I, exchange ideas when I lose the gist of what is said? How can I chat when I fail to hear the subject of conversation? How can I be light-hearted and jolly when every nerve is taut with the strain of trying to hear? Often people do not know how to talk to me and often they won't bother. How then, can I keep normal? Only by understanding what is being said. It became imperative for me to find some way to understand people. I became a member of the class in lip-reading at the Boston evening schools.

"Our teachers from the Horace Mann School for the Deaf are especially fitted, both by training and temperament, for coping with the peculiar difficulties of teaching lip-reading to all sorts and conditions of pupils. Our class consists of men and women, every one of whom is totally or partially deaf. Some live at home, but the majority work; some few would like to work, but cannot, or do not succeed in persuading prospective employers to give them a chance. Employers naturally will not bother with the physically handicapped, when they have a chance of so many unhandicapped.

"Learning to read lips is very much like learning to read print, except that instead of learning how the consonants, vowels and words look on the printed page, we learn how they look on the lips. In print o is round, s is crooked, i has a dot; in lip-reading o makes the lips look round, sh makes them project, m closes them.

"It is much easier to hear speech than to see it; consequently the lip-reader must be on the watch for play of expression and gesture, and must make allowance for the personal equation, because each person moves his lips in a different way from every other person. Alertness, intuition, ability to guess at what is said from a clue or a half-clue, are also essential. Lip-reading is certainly extremely difficult, but it can be learned with time and patience.

"Each lesson consists of a review of the previous lesson; then practice with new consonants, vowels and words. We observe how these look on the teacher's lips, and then how they look on our own, saying them aloud and using little mirrors for that purpose. After recess, there is a miscellaneous programme; perhaps a lip-movement conversation between the teachers, or a poem, a story, familiar phrases, 'quips and cranks,' or a game; sometimes each pupil reads a sentence before the class, so that we may have practice in reading as many lips as possible.

"At recess we talk to one another by lip-language, by signs, by writing, by shouting; we talk 'shop'—how long we have been deaf, if we find it much of a handicap in daily life, how we have overcome it, especially if we work, and if we have tried any hearing devices. All these exchanges of experience are helps along the silent way.

"In several respects this class is decidedly unlike any other I have ever been in. The attitude of the teachers is different from that of the ordinary teacher in the ordinary school room. It is clear that they understand our peculiar difficulties and discouragements, our super-sensitiveness, our dread of misunderstanding what is said and thus bringing embarrassment and ridicule upon ourselves, our inclination to withdraw into ourselves, to avoid speaking to people, to slip into a room unnoticed. Doubtless this is why they greet each of us with a smile and a cordial 'how-do-you do.' It is evident, too, that they enjoy teaching us. They never yet have been impatient, no matter how stupid we seem. I recall that on one occasion I could not understand what was said, and asked the teacher six times to repeat. Six times! About once a year I take my courage in both hands and ask some one to repeat three times—but six, never! No doubt it was her duty to repeat but she did not do it in that way—she did it as if she really liked to do it.

"The change of expression in the class as a whole is remarkable. The dull, listless, worried, or stupid faces are now alert, animated, smiling. That one improvement must make the teachers feel repaid for their hard work.

"But the most striking thing noticeable at the very first lesson was the wonderful

relief due to complete relaxation from the nervous strain of trying to hear and trying not to appear deaf. Deafness in that class of lip-readers in Boston's evening schools is a normal condition and is taken for granted. It is the only place and the only time that I do not mind being deaf.

"After the two-hour lesson there are words of encouragement and praise from the teachers, a friendly handclasp and a cordial 'good-night.' We have had a good time, a social evening, and, most important of all, we have the feeling of satisfaction that comes from having 'done our bit' to keep ourselves normal and useful. Thus making our handicap easier for ourselves and others."

### Institution Classes

There are in Ontario, some 15 Institution Classes:

Kingston .....	2	St. Agatha .....	1
Hamilton .....	2	Fort William .....	1
Ottawa .....	2	Picton .....	1
London .....	1	Toronto .....	5

In several cases the school work is under the charge of the Separate School Inspectors and in some of these, but not all, it is paid for out of the Separate School funds. In some cases the Orphanage authorities maintain the school. The Public School Boards maintain a number of these classes, and in most of the Orphanages school accommodation is provided in the Institution building or in a separate building erected nearby.

The difficulties felt by the teachers in Institution Classes are mainly those which arise because the children are separated from the community and the normal family home life, observed chiefly in their ignorance of ordinary family life, lack of initiative, common sense and well directed energy. In addition these poor children have more physical defects and are more often mentally defective than those in our ordinary schools.

### Training Classes for Mentally Defective Children

The appointment of Mr. Justice Hodgins in November, 1917, as a Royal Commissioner to consider and report on the whole question of mental defectives in this Province is a most important event in regard to the education and training of mentally defective children, and we may confidently expect that the result of the labours of the Commission will enable us to make more rapid and satisfactory progress in regard to the training and supervision of mentally defective children.

There are five different steps which are necessary in order to deal with mentally defective children.

1. They must be found. This presupposes satisfactory diagnosis.
2. A record must be made. Permanent confidential registration under some officially designated authority.
3. Training and development must be provided for. No training is satisfactory unless the powers, capabilities and gifts of the pupils are discovered and developed with a view to their individual future usefulness and happiness. "Teaching" book-learning to those who cannot learn from books is not "teaching." It is "wasting time."
4. Supervision and guardianship must be organized. The mental defective cannot stand alone. He must have help.
5. Homes must be established. For the great majority of mental defectives, who cannot live at large in the community, this means the establishment, under management of a high type, of simple, home-like, well organized communities or Farm Colonies on the "Cottage Plan," so that excellent classification, division

of labour, recreation and pleasure and happiness can be secured at a moderate cost, the work of the inmates and officers rendering the institution as nearly self-supporting as may be.

It will be seen that the public and Separate Schools have a close and inseparable relation to all this work.

In regard to 1, 2 and 3 above, the relation is obvious.

Under 4, the teacher's supervision, which is an essential part of all the best Auxiliary Class work, is the best beginning for future supervision and guardianship.

Under 5, such institutions should be in close and sympathetic co-operation with all educational authorities. The hopeful years for training mental defectives are from 3 to 13. Feeble-minded children who have been in Auxiliary Training Classes and pass from there to such an Institution are very fortunate compared to neglected, feeble-minded children.

We should not forget that the general public have not all realized that the idea of dealing with the feeble-minded along "curative lines" is an impossible idea, so far as our present knowledge goes. When we ask for an Institution for the feeble-minded, we are, it is true, asking that these unfortunates be given a home and made useful, happy and productive, but we are asking for more than that. We are asking for something for the community. We are asking that this problem be thought of nationally. A nation, as Burke said, is a threefold partnership—our ancestors, ourselves and our posterity.

"The question is not one of a few feeble-minded children here and there, which the nation can afford to neglect or even ignore. It cannot afford to neglect them, first, because their tendency is dangerously downward; secondly, because they reproduce their kind; thirdly, because they represent that mass of subnormal children who form the material of our great social problems of incapacity and unemployability."—(Newman.)

"The problem of the mentally subnormal child is one of great importance to every Local Education Authority. For it is fundamentally a part of the larger question of national mental capacity and it should be considered from that point of view. It is not, as is often assumed, an issue affecting a handful of hopeless children. It raises the whole question of mental capacity, its maintenance and development; it involves the differentiation of the unsound in mind, the subnormal the average, the more highly talented. We are only at the beginning of the subject in most of our schools. Yet it is in the schools, in the period of childhood, when this problem must be handled scientifically, hopefully and from the standpoint of Preventive Medicine. This in its turn raises the wider subject of causation—heredity, predisposing causes, mental conditions, brain poisons, social factors and so on. Lastly, there are complex and intricate problems of amelioration and administration—of education, custody, and industrial colonies."—(Newman.)

#### **Immorality in Schools**

The presence of mentally-defective children in schools may be a grave menace to the morals of the other children. Instances of this have come to light in the Province during the year. Mentally-defective children should be in Auxiliary Classes where proper supervision can be given to them.

#### **Training Classes**

The Classes for Mentally-Defective Children in Ontario are now five in number—two in Hamilton, two in Ottawa, and one in Brantford. The classes in Ottawa are going on well. The total number on the roll is fifty or more for the year.

At the Cambridge Street School in Ottawa, the teacher has an assistant. This arrangement enables the children to receive more profit from the instruction.

In both the Cambridge School and the Osgoode School the boys and girls are taught many useful things. Weaving is taught. Manual Training is provided for the boys, and lessons in sewing, cooking and other domestic work are given to the girls. Every effort should be made to increase the practical opportunities afforded to the boys and girls to carry on work which will be useful to them after they leave school. Mending, making and taking care of their own clothes, keeping themselves looking nice, learning the art of being clean and neat—these are very important and should be carefully taught.

At the request of Inspector Putman the teacher in the Cambridge Street School has made an investigation of the pupils who have been in the class for the last four years—the whole time that the class has been taught. The following is her report:

#### Auxiliary Class—Cambridge Street School

Total number of pupils admitted to Auxiliary Class, Cambridge St. School, from September, 1914, to December, 1918, was 79—49 boys and 30 girls.

These pupils are accounted for as follows:

Pupils still at school .....	34	21 boys, 3 of these went back to regular class.
		13 girls, 1 of these went back to regular class.
" at home .....	13	5 boys. 8 girls.
" at work .....	15	14 boys. 1 girl.
" who have left city .....	12	6 boys. 6 girls.
" at Ladies' College .....		1 girl.
" at Orillia .....		1 girl.
" who died .....		1 boy.
" cannot be located .....		2 boys.
Total .....	79	

*Pupils at home.* The five boys who are at home are very defective. The mother of one of these boys wishes we had a class for big boys. Her son succeeded at the weaving.

Of the eight girls who are at home, four are very defective. One keeps house for her father and the other three might make good housemaids (?).

*Pupils at work.* The work the fifteen boys are doing is varied. One boy has been two years in the G. T. R. shops and is now getting thirty cents an hour. Two boys are learning plumbing—one of these boys gets five dollars a week, often more when he works overtime. This boy was in our class from September, 1914, to June, 1918. His parents were very much opposed to his being in the class for the first two years, but afterwards they were contented to leave him, and his father remarked to me the other day when I was enquiring how he was getting on. "He is getting on just fine. I think the splendid training he got in the Auxiliary Class helped to make him what he is to-day." He would like him to go to a night class and get a further training in the Public School course and asked me if I knew of such a class. Another boy's father asked me the same thing in regard to his son who is a C. P. R. messenger boy and makes from fifty-five to sixty dollars a month. These people are very anxious indeed for their son to go to a night class. Seven boys are carters for wood, stone, coal and

general carting, getting from \$1.35 to \$2.65 a day. One of these boys had been on piece work in a planing mill and made good wages all summer. Two boys work in a factory—one at \$1.75 a day and the other at \$2.85 a day working on a machine. One boy had worked in a box factory all summer and made \$2.15 a day. He is now learning to be a machinist and gets \$6.50 per week.

*Pupils who have left city.* Of these pupils one girl has been a housemaid in the same family for two years. One boy who had learned plumbing went to a town as a steamfitter and is getting thirty-five cents an hour. He may come home this winter and his mother would like him to go to a night class.

#### Central Canada Exhibition

The Second Annual Exhibit of the Auxiliary Class, Cambridge Street Public School, Ottawa, was held at the Central Canada Exhibition from September 7th to 14th. It was given a prominent place in the "Arts and Crafts" Building. One of the school looms for carpet weaving was brought and set up and a pupil was pressed into service to demonstrate, the honours being shared by one of the former pupils, who had worked with great success at it last year. This was the means of drawing a large crowd of spectators who showed a lively interest in the art of weaving, recalling to many the way they had seen it done in the old country. One gentleman was kind enough to show Jimmie a better way of weaving, then having stepped back to see the boy carry out his instructions, saw Jimmie calmly going on in his old way, it being the way the teacher had showed him, and, therefore, must be the better way according to his reasoning.

Some of the rugs which had been woven were hung up on the wall behind the loom and were very much admired, many desiring to have an order taken to have some made for them this year. They say the firms who do the most business are the ones that advertise. We were asked what firm we were representing! The manual training by the boys made a fine display—the principal object of attraction being a doll's house two feet by three feet, with ground floor, upstairs and attic, the neat little stairs being specially admired, "almost real enough to walk up," someone remarked. The house was furnished complete throughout, the boys showing great ingenuity in the articles of furniture made by them. A wee girlie on seeing the piano asked if we would please let her play on it, her request being granted. She was very much disappointed when no sound was forthcoming.

The other articles made were toys of various kinds, also tie holders, key racks, and a jardiniere stand and lampstand by one of the older boys, whose whole family from the baby in the carriage to his aged grandparents and uncle from out of town, came to look with admiring eyes on their boy's handiwork.

The sewing by the girls was described as "simply wonderful," the hemming on the various garments made being regarded with special approbation, so much so that one pretty little doll's garment was stolen, although we had taken the precaution of tacking everything down beforehand.

Appreciation was shown by the mothers of the girls who, when they saw the splendid work which their children had accomplished expressed their gratitude for the time and patience spent on them by their teachers.

The crocheting and knitting by the girls was also very interesting, a doll being dressed to represent "Our Lady of the Snows" in knitted woollen jacket and cap, long stockings and moccasins, with snowshoes attached. Some of the knitting was done for the Red Cross Society, such as socks and face cloths; one little girl, B., whose father was a soldier was heard to remark while knitting a sock,

"I'm tired knitting, but I must just keep on for the poor soldiers must have these socks."

A new feature this year was the making of hammocks by the children, inquiries being made by many of the spectators as to whether we would take an order to have a hammock made for them.

Several new pupils were added to the class as a result of the exhibit. The parents of these children seeing the work done by the class were desirous to have their children attend it too, although they had been very much opposed to it before.

Every one who saw the Exhibit was perfectly amazed at the work shown, which had been done by the class during the year, and a diploma was presented for the work by the Central Canada Exhibition.

The Exhibit consisted of the following:

*Woodwork*.—Ferris wheels, moveable toys, soap boxes, tie racks, corner bracket, key racks, boot rack, ink holder, reading lamp, jardiniere stand, flower pot stand.

*Sewing*.—Small girls' work in canvas—needle book, handkerchief case, mats, hair receiver, pen wipers made out of felt. Older girls' work—underwear and embroidered towels.

*Crotchetting*.—Coin purses of ecru crotchet cotton, hand bag of white crotchet cotton, boudoir cap, yoke, doilies of crotchet and netting.

*Basketry*.—Waste paper basket, bonbon, sandwich and handkerchief baskets of all shapes and sizes made out of reed covered with raffia.

*Knitting*.—Socks, dolls' stockings, dolls' jacket, face cloths, slippers.

*Raffia*.—Large and small mats, round and hexagon in shape, for hot dishes, needle cases.

*Cardboard Modelling*.—Boxes of different kinds, lantern, sleigh, twine holders, hair receivers, candle holder, blotters, models to represent maple sugar making.

*Weaving*.—Dolls' hammocks, dolls' hats, large rugs (rest of rugs done in Osgoode St. School).

*Netting*.—Hammocks, large and small.

*Dolls' House*.—Boys made houses and furniture, painted roof, walls, and varnished floors and stairs; girls papered walls, made curtains for doors and windows. This proved a very great attraction to the children and to those who had been children a good many years ago. It had always a crowd of admirers in front of it.

*Large Doll*.—Dressed to represent a Canadian girl, black velvet dress, red crotcheted toque and jacket, red stockings, moccasins and snowshoes—all made by the girls.

The rugs, pottery and loom were sent by the Osgoode Street School class.

#### Osgoode Street School, Ottawa

In June, 1918, an exhibition of the work of the Auxiliary Class was given at Osgoode St. School, an event which gave everybody much pleasure. Attention seemed to centre around the loom and a doll's house. The women who were not accompanied by children saw only the rugs, the men saw the loom and the children were captivated by the doll's house.

**Brantford**

The Class for Mentally Defective pupils in Brantford is appreciated as affording great relief to the teachers of the regular grades, who find mentally-defective pupils in these classes a grave detriment to their work. The instruction in this class has been carried on as usual.

**Hamilton**

In Hamilton the first class established goes steadily on with the work of caring for about 16 pupils.

A new class has been opened, but unfortunately the epidemic of influenza made it necessary to close the schools and there was no opportunity to inspect this class.

**Nova Scotia**

The last report of the Medical Committee of the Halifax Board of School Commissioners states there are 106 children in the schools reported as mentally defective. The report goes on to state that these children are a burden to the ordinary school classes, some having been in the same grade as long as four years and always below the fifth grade. A start was made in 1915-16 in Acadian School under Mrs. Houston, a teacher of ability in this work. During the last summer the Board has sent Mrs. Houston to Vineland, New Jersey, where one of the best training schools for this work on the continent is situated, to take a summer course. At this class there are about 32 children enrolled, who till now had proven a burden to the classes they were in, and a source of unhappiness to themselves. Under these new conditions they are being made a future asset to the city at large, for most of their training is of an individual character and a vocational nature, thereby instilling the first principles of self-support.

"At the beginning of the summer vacation the need of another class was apparent, so your committee secured the services of Miss Hutt, who came to us from Los Angeles, with the training necessary for the work. Miss Hutt is in charge of a class of 34 pupils at St. George's Parish Hall. Two looms for carpet weaving have been purchased and on arrival will be installed, one in each class. This form of work, though not hard, has plenty of work both physical and mental to produce the required training and judgment in the child mind of this type, to help their assuming responsibility. Cane weaving and raffia work are also properly taught, as well as the ordinary school work of the proper grade.

"Your committee would strongly recommend the new board establishing at the earliest possible moment, two more such classes to take care of the balance of these children, thereby relieving the ordinary schools of this class of child, and putting them in surroundings which will lead to the most advancement of the child under conditions where they will be the most happy."

Fortunately the pupils and teachers of the Special Classes escaped in the dreadful disaster of December 6th with very few injuries, and the work began again on February 1st.

Mrs. Houston has now returned to Vancouver and the work is being carried on by Miss Hutt and Miss Mooney.

**Home for Mentally Defective Children**

A Home for Mentally Defective Children was established in Halifax by the Imperial Order of the Daughters of the Empire, in May, 1918, under Miss Potts as Superintendent. Miss Potts, however, in October decided to go on with her University Course, and Dr. Eliza Brison who had herself established and carried on a Private Home and School for Mentally Defective Children in Nova Scotia, was appointed Superintendent.

**New Brunswick**

There are classes for Mentally Defective Children in Fredericton and Moncton and a special grant of \$100.00 is offered by the Department of Education to any teacher who will qualify as a teacher of Auxiliary Classes.

**Alberta**

An Institution for Mentally Defective Children was opened in Edmonton about the middle of October, 1918, with accommodation for about forty inmates. The serious epidemic of influenza has delayed the organization of the Institution and the admission of the students, but six inmates have been admitted and Mr. Van Gosnell has been appointed Superintendent.

The School Boards in Edmonton and Calgary are arranging to open Special Classes.

**British Columbia**

In Vancouver, Special Classes for Retarded and Mentally Defective Children have been carried on since 1912. There are now seven such classes under the supervision of Miss A. J. Dauphinee. One of these classes is an Observation Class under the charge of Miss R. Kerr.

In February, 1918, Miss M. Lindley was appointed Psychologist to the Board of Education, and a careful study is made by her of every child who is recommended by a teacher or Principal to be considered for admission to any of the Special Classes. The number in each class is limited to fourteen.

In Victoria, there are two Special Classes for Mentally Defective Children under the directorship of Miss Bertha Winn.

A good deal of interest is taken in the question of provision for the feeble-minded and a large deputation interviewed the Provincial Secretary, Hon. Dr. J. D. McLean, in February, 1918, for the purpose of advocating a modern Farm Colony on the Cottage Plan as a permanent provision for feeble-minded children and other mentally defective persons.

**Union of South Africa**

In the Cape Province marked progress has been made in dealing with mentally-defective children during the year. An Institution has been begun and the work of Medical Inspection of Schools has been advanced. The medical profession have taken an active part in the movement which is commanding itself more and more to general public opinion. Thus the labours of Mrs. Anderson, Dr. Dunston, and other pioneers are beginning to bear fruit.

**The Transvaal**

An important report on mentally defective children in Government Schools has been prepared for the Education Department of the Transvaal for the years 1915, 1916 and 1917, by Dr. Jan Marius Moll, the Departmental Consultant in regard to nervous and mental diseases. This report is valuable not only for the information which it contains, but for the practical account given of the tests and methods which are used in different countries for ascertaining mental defect and making a diagnosis of mental defect where it exists.

Dr. J. E. Adamson, Director of Education for the Transvaal and Dr. C. L. Leopoldt, Medical Inspector of Schools, have furthered the inquiry and given assistance to Dr. Moll in his work. The general result is that out of 89,328 children about 800 have been found to be mentally defective, but as Dr. Moll

says, this percentage must be accepted as a minimum especially as "most of the children in respect of whom there was a tangible reason for their excessive age in their class were for the time being not examined by means of the scale."

"It is quite evident that the present state of affairs in which these children receive instruction in the ordinary classes is contrary to sound practice and is undesirable for everybody concerned.

"In the first place, for the pupils themselves. They are permanently incapable of receiving proper benefit from the instruction given in the ordinary schools.

"Secondly, in the case of the other pupils. In the most favourable circumstances the defective children sit in the class as mere ciphers, but it happens all too frequently that they are a serious and marked cause of delay in the progress of the whole class. Moreover, they not infrequently have unpleasant peculiarities which are certainly not an advantage to the other children. Further, in the prevailing lack of accommodation it is particularly unreasonable that these children who gain no benefit from the instruction should take the place of normal children.

"Thirdly, in regard to the teachers, every teacher who has such children in his class can bear witness to the terrible trial which they are. If such a mentally deficient child is absent for one day the difference is at once most marked."

Dr. Moll's conclusion as to the wisest course to be pursued at present in the Transvaal is stated as follows:

"In the case of those, however, who are backward to the extent of three or four years and in the case of whom the inability to profit by education is not absolutely certain, the following question arises: If they received special methods of instruction would they not possibly be shown to be, if not wholly at any rate partly, capable of profiting by education? It strikes us as being unreasonable to brand this group of children as being definitely mentally defective before they have had every chance, so that what appears to be primarily necessary is to provide for the possibility of such special instruction in the form of ungraded or special classes. In the long run it is naturally desirable that every school should have some such classes, but for the present it would appear sufficient to provide special classes in some of the larger schools in Pretoria and Johannesburg.

"The classes should consist of not more than from sixteen to twenty pupils, and in them the backward children and also the borderline children and the moron should be taught."

### Research

Research in regard to the early recognition of mental defect in children and others is proceeding, though somewhat retarded by the war. One of the most important contributions during the year is that published by Dr. Berry, Professor of Anatomy in the University of Melbourne, and Mr. S. D. Porteus, Superintendent of Special Schools in Victoria, and formerly Lecturer in Education in the University of Melbourne. The Authors describe a threefold method as follows:

"As the results of a prolonged research, we now put forward what we venture to assert is a practical method for the early recognition of feeble-mindedness and other forms of social inefficiency.

"1. The individual's brain capacity is first ascertained, and is compared with the percentile brain capacity of the population. From this it can be seen at a glance whether the individual approximates more nearly to the normal, or to some definitely recognizable form of abnormality. This examination is then supplemented by such physical and psycho-physical tests as have been proved to have diagnostic significance.

"2. The psychological examination is then undertaken, and is carried out as thoroughly as possible. Here again our method does not depend upon the application of any single set of intelligence tests, such as the well-known Binet-Simon Tests, but upon a combination of all methods. The tests used by the best workers in applied psychology are given with a view to the evaluation of the most important intellectual and temperamental characteristics which make for the social efficiency of their possessors. Our original contributions in this field (the Porteus tests) have been widely used in America, and have been recommended by Goddard for use in the neurological examination of the recruits for the United States of America Army. These tests are now incorporated in our present work in a revised and improved form.

"3. Finally the whole examination is correlated with the clinical, personal, family, and educational history of the individual, and the results interpreted in the light of the individual's social environment."

**Junior Shop Classes**

Auxiliary Class work is undergoing progressive development, especially in large cities. Thus, efforts are being made to "socialize" the Ungraded Classes in New York. "For social purposes these classes are now called Junior Shop Classes" and the teachers are trying to help the children to form good social habits in their leisure hours.

**Auxiliary Teachers**

It has been suggested by Inspectors and others in Ontario that "Auxiliary Teachers" would probably be successful in helping retarded children and restoring them to their proper educational standing by giving them individual and specially skilled study and attention. This plan has been tried with success in other places. The working of it is thus described by Dr. R. H. Sylvester, Clinical Psychologist of the State University of Iowa in "Ungraded."

The Auxiliary Teacher occupies a small room or office and children are sent to her from the various regular rooms, individually or in small groups. They are sent for the following purposes and others: to be helped in some one branch or topic, to be given general exercises and training because of general backwardness, to be pushed ahead in preparation for skipping a grade. Most of the time is spent with children who come regularly each day. The teacher is not limited to curricula material and she is expected to make mental and pedagogical analyses of her long term pupils. She is to take the lead and not merely to follow the class room assignments. In her building she directs the activities of every backward or atypical child. She examines and follows up many whom she herself does not teach.

Auxiliary teachers are employed in nearly all the larger school systems of the State. In some systems there is one for every standard sized building. In the school of one town of less than 2,000 population, an auxiliary teacher has been in service more than three years and a few other small school systems have found the plan to be satisfactory for them.

Auxiliary teaching is likely to become quite general and to remain as a permanent feature in Iowa public schools. It provides help for a large group of backward children who are above the type for whom segregation is best. It also provides for the gifted. It neither stigmatizes the child nor deprives him of the advantages of attending the regular grades. It is economical in that one teacher can help a large number of children. It is adaptable to any kind or size of school. A child may be given a little help or much, this help may be changed at any time and his continuation under the auxiliary teacher depends entirely on his needs. Having all of these desirable features and dealing largely with children who have considerable capacity for improvement, the auxiliary teacher plan is one that can be made to yield most valuable results.

**Medical Inspection of Schools**

Medical Inspection of Schools, which must be the basis of Auxiliary Class work has made more progress in Ontario during 1918 than in any previous year.

The Lecturers of the Ontario Women's Institutes, especially the physicians engaged in this work, and the officers and members of the Institutes have been successful in educating public opinion to the importance of medical inspection in our schools. This has largely been accomplished by actual inspections which have been carried out in many parts of Ontario, including both the older parts of Ontario and the Unorganized Districts. The results in every case have shown

the great need there is for more attention being given to the health and physical condition of the children. It was also found that in many schools, the water supply, the sanitary condition and the general comfort of the buildings were not satisfactory.

Statistics of a number of actual inspections made in 1917 and 1918 are as follows:

Number of schools visited .....	279
Number of children examined .....	13,480

*Approximate Percentage of Defects Found.*

	Per cent.
Approximate percentage who have defective vision .....	19
Approximate percentage who have defective hearing .....	10
Approximate percentage who have enlarged tonsils, etc. ....	35
Approximate percentage who have defective teeth .....	65

**A Model Medical Inspection**

Dr. C. J. Thomas, one of the Principal Assistant Medical Officers of the London County Council Education Committee conducted for the Board of Education a "Model Medical Inspection" of 300 unselected elder children in London schools and an equal number in rural schools. The examination was a "surprise" one and if the child were absent from school the inspection was made elsewhere, so that the work was done on scientific and thorough lines. The following are some of the results given by Sir George Newman:

**VISION—**

"In London the general medical inspection results show upwards of 20 per cent. of the boys examined and upwards of 22 per cent. of the girls were defective in vision.

"In Dr. Thomas' Model Inspection it was found the country children as a whole suffer far less from visual defect, whether light or severe, than do the town children."

**HEARING—**

"In Dr. Thomas' Model Inspection it was found that the slighter degrees of defect in hearing were only one-fourth as numerous while the severer degrees were only one-half as numerous in the country. This corresponds with the lesser number of country children with discharging ears, only one-eighth per cent. of them suffering in this way as contrasted with 5.5 per cent. in town children.

"In the London group seven per cent. and in the country group ten per cent. of the elder children on the roll were absent from school on grounds of more or less chronic ill-health.

"After deduction of the blind, deaf, mentally and physically defective, and invalid children of this age group, drafted to Special Schools or absent from school, there were of the children present at school 21 per cent. found to be suffering from one or more serious defects which interfere with their profiting to a due and reasonable extent from the educational facilities provided and which will prevent them from playing their fair and proper part as citizens . . . and swell the returns of premature mortality."

The relation which obtains between physical disability and the reasonable degree of benefit which children are able to derive from the system of education which the State provides receives some further illumination from Dr. Thomas' report. He states that *upwards of one-third* of all these elder children, most of whom possessed some degree of physical defect and 21 per cent. of whom were seriously defective, are in London at least *two or more years behind their Normal School Standard*. "There was a very definite accumulation," he says, "of defective children of the higher ages in the lower Standards." In other words, Dr. Thomas had to go to the lower Standards of the school to find the defective leaving children *because they had been so gravely retarded in their schooling by their*

*physical disability.* "We are forced, therefore, to the conclusion," he adds, "that physical defect is one of the chief causes of backwardness in school."

Finally this report furnishes substantial evidence of the value of organized medical treatment. The London children with sound dentition formed 60 per cent.; the country children only 35 per cent. The London children suffering from disease of nose and throat were 5 per cent.; the country children suffering from similar conditions numbered 21 per cent.

It seems futile to attempt to reform education apart from the physical condition of the child; it seems unreasonable to expect healthy adolescence and healthy citizenship if we continue to neglect the remedy of the physical disabilities of childhood and the prevention of their cause.

"The ill-informed critic or irresponsible optimist may assure us that all is well, but the fact remains that from 20 to 30 per cent. of the children inspected on a routine basis require treatment.

Medical inspection is but a means to an end. The discovery of physical and mental defect among school children is of importance only in so far as it is remedied or is of assistance in the understanding and prevention of disease. That which may have been regarded as a salutary measure in time of peace is now converted into an imperative and urgent necessity. We must turn out the boys and girls leaving school and coming into industry strong, capable and physically fit."

### Organization

Among the lessons of the war is the lesson of the importance of proper organization. This applies nowhere more directly than to the Medical Inspection of Schools. All are agreed upon the National, Scientific and Social importance of this measure. All who are familiar with the facts are agreed upon the educational importance of preventing and removing the defects which interfere with educational progress. The report of those responsible for the examination of army recruits during the war and of those in charge of the soldiers who, on account of physical defects or disease broke down in health while on active service, seems to have convinced everyone of the importance of paying more attention to the "sound body" in childhood and youth. We may, therefore, expect that the work of School Medical Officers, both doctors and nurses, will be greatly extended and improved.

### Health—Not Inspection

The most important sign of progress in regard to School Hygiene is seen in a different attitude, both on the part of the general public and of educational authorities in regard to children's health.

The world is aware that many defects have been found in school children—that their teeth, sight, hearing, breathing and nutrition are not always as good as they should be, that they are absent from school too often on account of "colds" and other diseases. But less emphasis is being laid upon these defects and diseases. In a word, we are now thinking of securing good health in infancy and childhood, and retaining it throughout school life, in order that the national health and physique may be satisfactory.

The real source of true national wealth is our human capital, most of all the children of the nation.

"To secure the maximum benefit of public school education it is obviously essential that the child be healthy; it is equally clear that if the maximum is to be approached, not only must the healthy child be maintained and improved in health, but for the

unhealthy child must be secured a condition of good health. Communities, to eliminate a far too great economic waste of human material and educational effort, must provide the necessary force to insure a healthy school child." (William J. Books, M.D.)

"The School Medical Service, as concerned with the whole nurture of childhood and youth, must be and remain an integral part of the public system of education, which is not inconsistent with its effective correlation with other health services." (Newman.)

### Physical Training

The war has placed vividly and impressively before the community the necessity for better physical training in our schools. Those engaged in School Health work of any kind are unanimous in supporting and recommending a proper scheme of physical training.

The statistics of recruiting in Canada, though not yet published in full, are understood to be far from satisfactory on account of the number of recruits who had to be rejected for physical defects. For purposes of comparison the following is given from the Proceedings of the American School Hygiene Association:

"Our young men to-day are far below those of many other countries in health and manly vigour and are afflicted with a terrible prevalence of bodily defectiveness. Here is a proof of this: From January 1st, 1916, to September 30th, 1916, at the recruiting station of the Marine Corps, New York City, the record is as follows: Total number of applicants, 5,082; the number rejected without reference to a medical officer, 810; number accepted as physically fit, 254; those who were finally enlisted, 167, or 1 in 35, or three per cent. of the total number of applicants. To me these figures are appalling, and point with a strong hand toward the necessity of physical training in our schools."

There would seem, however, to be some improvement in the health and physical condition of the people of the United States in the last fifty years, inasmuch as in the Civil War according to Provost Marshal General Crowder, 31.69 per cent. of the men summoned were rejected, while 29.11 per cent. of the men examined in the first call in 1917 were exempted on account of physical disabilities. Almost 22 per cent. of rejections were due to ocular defects. Defective teeth caused 8½ per cent. of rejections.

A carefully considered statement of the situation in Great Britain is to be found in the *British Medical Journal* of September 28th, 1918, which reads in part as follows:

"Between January 1st and August 31st, 1918, the number of medical examinations conducted by National Service Medical Boards in Great Britain amounted to 2,080,709. During this period 28,035 applications (that is 1.34 per cent. of the examinations) were made to appeal tribunals for medical re-examination.

"The result may be expressed by the general statement that a National Service Medical Board, working full time and examining twenty-five men per session of two and a half hours, graded one man per week incorrectly.

"There is another and more important aspect of this work. Of the two million men examined not more than 36 or 37 per cent. were placed in Grade I—that is, approximately only one in every three had attained the normal standard of health and strength and was capable of enduring physical exertion suitable to his age; the remainder—more than a million and a quarter—did not reach this standard. The suggestion has been made that the low proportion of fit men among those examined during this period is due to the fact that only the leavings of the population were under review. Analysis of the records available, however, shows that this is not the case, and that as a fact the men examined constituted a fair sample of the male population between the ages of 18 and 43, and a smaller proportion of the more fit between 43 and 51. We are told further that the experience of the boards medically examining women for national work corresponds broadly to that of the National Service Medical Boards examining men. Such evidence points only too clearly to a deplorably low state of national health.

"While it has not yet been possible to work out the details of this great mass of medical examinations, the preliminary results indicate that preventable disease is responsible for the bulk of these physical disabilities.

"The State in the future may do something, especially in relation to the last of the evil influences enumerated above, for it seems to be acknowledged that the capital necessary for proper housing cannot be provided by private enterprise; but the remedy for the other evils must be sought in a closer and more friendly understanding between employers and employed. Although real improvement can hardly be expected for one or two generations, the foundations of a better national physique can be laid at once."

#### A New Era in Education

The Education Bill of Mr. H. A. L. Fisher, which became law in England and Wales on August 8th, 1918, marks a new era in Education in the British Empire. Several of its provisions, notably those referring to Continuation Schools, facilities for social and physical training, medical inspection and treatment, nursery schools and schools for physically defective children, will aid the work of Auxiliary Classes in general and increase the attention given to them in all parts of the Empire.

"The passage of that measure was an expression of the people's resolve that the children of England should become worthy of the sacrifices which the nation has made, and should be equipped to meet those larger opportunities which victory and peace would bring." (Newman.)







# FIFTH ANNUAL REPORT

OF THE

# Inspector of Auxiliary Classes OF ONTARIO

1919

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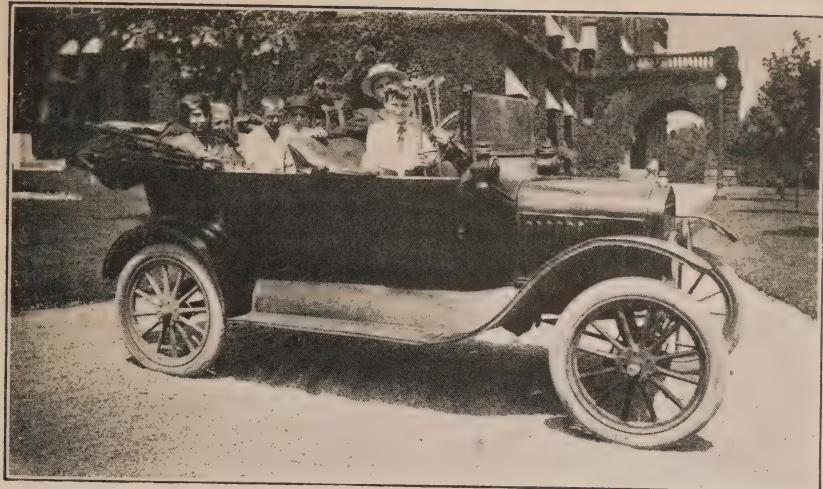
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Miss Milne's Class, A. C. Summer School, 1919.

TO THE HONOURABLE R. H. GRANT,  
*Minister of Education for Ontario.*

SIR,—I have the honour to submit herewith the Fifth Annual Report upon Auxiliary Classes in the Province of Ontario.

I have the honour to be,

Sir,

Your obedient servant,

HELEN MACMURCHY,  
*Inspector of Auxiliary Classes of Ontario.*

TORONTO, March 12th, 1920.



# FIFTH ANNUAL REPORT ON THE AUXILIARY CLASSES OF ONTARIO 1919

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The work of Auxiliary Classes in Ontario has made some progress during the past year and has received an increased share of public attention.

In regard to Training Classes, for example, the Sittings of the Royal Commission on the Care and Control of the Mentally Defective and Feeble-minded in Ontario, the publication of the Report of the Hon. Mr. Justice Hodgins, Commissioner, and the recommendations therein contained in regard to the education and training of children who require instruction in Training Classes, have had a marked effect on public opinion.

In addition many letters have been received during the year from Inspectors and Teachers in regard to pupils who are evidently in need of Auxiliary Class training. Three examples may be given:

(1) "I have just been inspecting the Public School in —, where I found in the Primary room a boy of about eleven years of age who has made no progress and who is becoming very troublesome to the teacher. She and the Principal and the School Board are appealing to me to know whether they have to keep this boy in school until he is fourteen, or until his parents choose to keep him at home, or whether they can exclude him on the ground of his mental incapacity and the fact that he is becoming a serious hindrance to the other pupils. The village, of course, is too small to provide a special class."

(2) "I am writing to you about a family of five children who live in this section in which I am teaching. Three of the children are of school age but since I came here over a year ago, only two of the children have attended for a few days and not since last autumn. While they attended I understood with difficulty what they said, also they did not learn readily. The girl, who is the tallest girl at school, is only in the Primer and the boys do not seem to remember scarcely at all.

"I have not insisted on their coming to school as some of the parents do not think they are fit to be with other children, their health not being very good. I think their way of living has a great deal to do with this, and also they are very dirty, the mother presenting anything but a pleasing appearance.

"The people in the little village are complaining that the children are not in school because they consider they are a nuisance."

(3) "I have been advised to write you about one of my pupils. It is rather difficult to describe his peculiarities as at times he appears as normal as any child. However, he has been going to school for five years and is now nearly eleven years old. He has made no progress whatever, and is in the same class as when he commenced.

"I have tried every method I know of to teach him but it is of no value. His life has been spoiled, I am very sorry to say, by the people, principally the men and boys of this village. There are very few in this village who do not torment him until the poor child is bewildered until he is not accountable for his actions. His own parents have never been able to control him, which makes it much harder for the boy.

"I feel confident, however, that the child is not really mentally deficient and that if he were in a school where he could be given proper training he would improve. I have thirty besides him in my school and cannot treat him as I should like, because

I have not the time. I must say he is a constant nuisance in the school (if I may thus speak) as he continually steals and fights. I can reason with him but it only lasts till my back is turned.

"His parents are not financially able to send him to a school. I thought possibly you could tell me of a school to send him to and the expense for one year, and I will do my best to arouse enough interest in the village people to pay his expenses, as I think if he is not soon sent it will be of no avail. He will be too old."

In a "Letter to Inspectors, Principals and Teachers," prepared by direction of the Minister of Education, some suggestions are made in regard to dealing with such pupils. Consolidated Schools, in which, if necessary, one or more Auxiliary Classes could be organized, will also help.

#### SUMMER COURSE FOR AUXILIARY CLASS TEACHERS

A large number of applications were received from different parts of the Province for the Summer Course for Auxiliary Class Teachers in July and August, 1919.

After registration on July 4th the opening lecture was given by Mrs. Kerr on "Some of the Teacher's Opportunities for Social Service."

The sessions continued regularly until August 9th, 1919, when at a meeting of the Examiners all the 32 teachers who had been attending the Course were recommended to the Minister for Auxiliary Class Teachers' Certificates. A list of the names will be found at the end of this report, and also a list of those who obtained similar certificates at the Course in 1915.

The names of the staff and the department for which each was responsible are as follows:

CAPTAIN E. A. BOTT, C.A.M.C. ....	Psychology.
DR. E. J. PRATT .....	Intelligence Testing.
MR. NORMAN L. BURNETTE .....	Vocational Training.
MR. W. D. PATON .....	Practical Work in Handicrafts.

#### Staff Teachers

MISS FLORENCE A. POTTS .....	Model Training Class.
MRS. M. H. KERR .....	Model Promotion Class.
MISS HANNAH MILNE .....	Model Ambulance Class.
MRS. G. J. THOMPSON .....	Model Speech Class.
MISS CATHERINE FORD .....	Model Lip-reading Class.
MISS BESSIE KELLAWAY .....	Model Sight-Saving Class.

A feature of great interest to those attending the Course and to the public was the special course of lectures given by Sir John Willison and others.

Sir John Willison on July 15th, gave a lecture on "Gifted Children: What the School can do to Help or Hinder Them." The Medical Lectures were given by Dr. C. M. Hincks on "Social Service and the Psychiatric Clinic in the Toronto General Hospital," Dr. Chas. W. L. Clarke on "Nose and Ear Conditions in School Children," and Dr. W. W. Wright on "Defects of Vision in School Children." In addition a special lecture was given by Inspector N. S. MacDonald on "Open Air Schools."

#### AUXILIARY CLASS TEACHERS' ASSOCIATION

At the end of the Course the teachers in attendance decided to form an Association to promote and continue their work. The Secretary-Treasurer of the Association gives the following account of the organization\*:

\* Canadian Journal of Mental Hygiene, Oct., 1919.

"The outcome of the Summer Course was the formation of the Auxiliary Class Teachers' Association, whose members all hold Auxiliary Class Teachers' certificates. All the students of the 1919 session became members, and an invitation has been extended to teachers who previously held this qualification. Associate Membership is open to any individual who is interested in Auxiliary Class work.

The objects of the Association are as follows:

1. To use every means to advance the methods of the education of mentally and physically defective children.
2. To enlist the sympathy and active interest of the general public in their behalf.
3. To consider and evolve the best methods of training teachers for special school duties.
4. To promote the interests of special school teachers.
5. To consider the after-care of mentally and physically defective children.
6. To promote the interchange of experience by conferences and meetings, local and general; and to consider and adopt any other means which may be calculated to further the interests of mentally and physically defective children.

The officers of the Association are:

<i>President</i> .....	DR. HELEN MACMURCHY.
<i>Vice-President</i> .....	PRINCIPAL J. BULMER.
<i>Chairman</i> .....	MRS. M. KERR.
<i>Director</i> .....	MISS HELEN SHEPPARD.
<i>Secretary-Treasurer</i> .....	MISS BESSIE KELLAWAY, Lansdowne School, Toronto.

A number of Toronto teachers who attended this Summer Course took the opportunity afforded during the week of October 22nd, when the schools were closed on Thanksgiving Day, and having been granted leave of absence by the Board of Education for two or three additional days, paid a visit to the Special Schools in New York. At the same time Mrs. M. H. Kerr visited the Special Classes in Buffalo and Cleveland. Reports on all these visits were written by the teachers and these reports showed that the visits had been both pleasant and profitable. A great deal of useful, practical information is to be found in these reports, and the fact that so many teachers made these visits at their own expense speaks well for their interest in and enthusiasm for Auxiliary Class work.

Special attention was given to classes of the following types: Training Classes, Sight-Saving Classes, Speech Classes, Classes for Disabled Children, Lip-reading Classes, Parental Schools, Open-air Schools.

## TORONTO

Auxiliary Class work has received a good deal of attention from the Board of Education and also from the Separate School Board in Toronto during the past year. Representatives of both Boards attended the Sittings of the Royal Commission on Mental Defectives in Ontario and gave Mr. Justice Hodgins the benefit of their views and experience in this matter.

Mrs. Groves, a member of the Board, visited a number of Special Auxiliary Classes in New York and New Jersey and on her return presented a report to the Board, which was much appreciated and was ordered to be printed.

On July 29th, 1919, a Special Committee appointed to consider this Report and also a Report on Disabled Children, made by Mrs. M. H. Kerr, met and

recommended that some Auxiliary Classes be established. Mrs. Kerr continued her work of making a survey of all the children who need Auxiliary Class training until the end of the year, when she was appointed Attendance Officer.

The Special Report appearing below was prepared by request of the Board of Education, Toronto. It gives a brief outline of the present general status of Auxiliary Class work in Toronto, and is inserted here as an example of the progress made in this direction during the year.

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**AUXILIARY CLASSES**  
**SPECIAL REPORT**  
**TO THE**  
**TORONTO BOARD OF EDUCATION**

Ladies and Gentlemen:

The first effort of your Board to begin Auxiliary Class work appears to have been in the year 1910 when the Board of Education directed that a Special Examination should be made of 117 pupils reported by the teachers as very backward. As a result of the report of this examination two special classes were begun.

The necessity of proper organization for these classes had not, however, been fully realized and in consequence this effort was only partly successful, and the classes were ultimately closed.

Two classes for children who are retarded in their school work have been successfully carried on since 1915, or earlier, one in Queen Alexandra School, Broadview Ave., and the other in Lansdowne School, Spadina Ave., The teachers in charge have done good work and the children have benefited. But it has been pointed out at every inspection of these classes, since the Inspector of Auxiliary Classes was appointed in 1915, that a number of children who were mentally defective had somehow been admitted to these classes and that these children should be transferred to a training class. War conditions and other reasons have prevented proper attention being given to the establishment of Training Classes and other Auxiliary Classes. It is now expected and requested that the necessary attention be given to this matter without further delay.

During the year 1919 two important events have occurred in connection with the work of the Public Schools of Toronto, both of which mark a decided advance in dealing with this problem of backward and mentally defective children, which is the greatest problem in Auxiliary Class work. The first of these events was the beginning of a Mental Survey of the schools to determine the number of such children and what should be done for them.

The Canadian National Committee on Mental Hygiene offered to conduct this Survey and their offer was accepted by the authorities of the Board of Education. The Medical Director of the Committee, Dr. C. K. Clarke, the Assistant Director, Dr. C. M. Hincks, and Dr. E. J. Pratt of the University of Toronto, are now engaged on the Survey. Good progress has been made but the work is not yet finished. The results of this Survey will be most important.

The other event was the appointment of a Psychiatrist, Dr. Eric Clarke, and a Nurse, Miss E. D. Clarke, both having special experience in questions of Mental Defect and Psychiatry, to the Staff of the Medical Officer of Health, Chief Medical Inspector of Schools in Toronto.

The Board of Education is to be congratulated on the steps above outlined. Perhaps no better plan for beginning this work and placing it upon a right basis could have been devised, and the benefit to the work of the schools can hardly fail to be great, both in regard to the children who need special care and training and to the general work of the schools and the teachers, which has been up to the present time greatly hindered and rendered unnecessarily difficult, expensive and unsatisfactory by the failure to classify these pupils properly or give them the necessary training.

The Board of Education is also to be congratulated on the interest taken by a large number of the teachers on the staff in Auxiliary Class work. This is shown by the fact that in 1915 and in 1919, the only occasions when the Department of Education for Ontario and the University of Toronto have organized and conducted a Summer Course for Auxiliary Class Teachers, a total of thirty teachers on the Toronto Public School Staff attended this Course at their own expense and all of them were successful in obtaining the certificate awarded. There are thus thirty teachers on the Toronto Staff who are now qualified to begin the teaching of Auxiliary Classes.

Under the Auxiliary Classes Act of 1914 a number of classes in the Toronto Public Schools are entitled to rank as Auxiliary Classes of different types, if the Auxiliary Class Regulations are observed. These Classes are as follows: the enrolment given being for the last half of the year 1919. A brief note as to the Regulations applying to each type of Auxiliary Class recognized under the Act is added.

### **1. Advancement Classes**

These are for children who are far above the average both physically and mentally.

No classes of this kind have yet been organized in Toronto Public Schools, so far as I am informed. But it cannot be doubted that, in large schools more especially, there must be many children who would profit by being taught in such a class, and there are certainly teachers who would take up this work with enthusiasm and success.

During the Summer Course in 1919 above mentioned great interest was shown in this subject by the Auxiliary Class Teachers. One of the Special Lectures was on "Gifted Children: What the School can do to Help or Hinder Them." This lecture was given by Sir John Willison, and in subsequent discussions and written work upon the subject it was quite evident that the teachers were aware of the fact that children with marked ability were not infrequently recognized in the classes, but that little or nothing was being done to develop their gifts.

I would respectfully recommend that this subject be brought to the special attention of Inspectors and Principals during the present year, so that any Principal who may wish to do so should be encouraged to try such a class.

### **2. Promotion Classes**

Queen Alexandra School—Miss Bowling's Class.

Miss Bowling has been granted a temporary Auxiliary Class Teacher's Certificate by the Minister of Education for the year 1919-20.

Number of pupils on the roll: 22.

The work done in this class is excellent and deserves commendation. But, as noted in all previous Reports of Inspections, there are a number of mentally

defective pupils in this class who should be removed to a Training Class. Of the twenty-two pupils not more than five or six are really backward pupils suitable for a Promotion Class. This is now amply confirmed by the report of the survey above mentioned, which shows that a number of children at present in this class are mentally defective. As soon as the necessary re-organization is made, this class will be entitled to rank as an Auxiliary Class and to be recommended for the special Auxiliary Class grant.

#### **Lansdowne School—Miss Pearse's Class**

Miss Pearse has an Auxiliary Class Teacher's Certificate.

Number of pupils on roll: 22.

Miss Pearse's work is very satisfactory and, making due allowance for the lack of proper classification of the pupils, the results are all that could be expected.

Of the total number of pupils, as noted in all previous Reports of Inspection, only a small minority are really backward and the majority are mentally defective. Of the others one or two are suffering from seriously defective sight and should be in a Sight Saving Class, under special medical and nursing supervision. Only about four or five are really backward, and, as the results of the Mental Survey show, nearly all the others are mentally defective and should be in a Training Class. As soon as this re-organization is made this class is entitled to be recognized as an Auxiliary Class and to be recommended for the special Auxiliary Class grant.

#### **3. English Classes**

These classes are intended for children or adults of recently immigrated non-English speaking families who need special instruction in English for a short time.

So far as I am informed there are no pupils requiring such instruction in the Toronto Public Schools at present.

#### **4. Disciplinary Classes and Parental Schools**

The Victoria Industrial School for Boys, Mimico, and the Alexandra Industrial School for Girls, East Toronto, should, if possible, be recognized under this division of Auxiliary Class work. As the Board are well aware the organization and present condition of these schools are most unsatisfactory. The teachers, no doubt, are trying to do their best.

One of the greatest difficulties is the presence of a large number of mental defectives. At an official visit of inspection on December 15th to the Victoria Industrial School at Mimico I recognized a number of low grade imbeciles and one idiot. There are probably at least 100 other boys out of the total enrolment of over 300 in residence there who should be removed at once to a suitable institution for care and training.

The proper function of a Parental School is thus rendered impossible and the general condition of the work is disheartening and depressing.

I would respectfully and earnestly urge the Board, who are partly responsible for this bad state of affairs, to take steps without one moment's further delay, to put an end to it, and to bring about a right and proper state of affairs.

At the Alexandra School, where there are about 100 girls in residence, there is also a large proportion of mentally-defective girls, probably not less than 30 or 35 per cent.

One of the teachers in this school has an Auxiliary Class Certificate and both are doing good work. It is urgently necessary in order that the school should do its proper work that all seriously mentally defective pupils should be removed at once to a suitable institution for care and training, thus making proper organization possible.

### 5. Open-Air Schools and Classes

Two schools and three classes in the Toronto Public Schools come under this division. These are:

The Forest School, High Park.

The Forest School, Victoria Park.

The three Open Air Classes in Orde St. School.

The two Forest Schools are carried on from May to October, each having an attendance of about 100 pupils. A Principal and two Assistants are in charge and special arrangements are made for school medical and dental inspection and nursing care, nourishment and rest.

The class work done ranges from Senior 3rd to Kindergarten.

There is no doubt that the children in attendance benefit greatly in health and otherwise. The great difficulty is that the site is only temporary and consequently the buildings are temporary. The equipment is only fairly good and the appointment of the teaching staff is also temporary and from year to year.

It is hoped that arrangements will be made during the present year to establish these Forest Schools on a satisfactory basis, so that they can receive recognition as Open Air Schools under the Auxiliary Class Regulations.

The three Open Air Classes at Orde St. School are satisfactorily organized and well equipped. Certain minor improvements in hours, equipment, etc. have been suggested to the Principal and the Inspector.

The attendance at each class varies from 32 to 36. It must be remembered that the work in these classes also partakes of the nature of Promotion Class work, and the classes should be equipped and organized accordingly.

The three teachers, Miss Baillie, Miss Barlow and Miss Hunter are all doing good work and all have Auxiliary Class Teachers' Certificates.

These classes therefore are entitled to be recommended for the Auxiliary Class grant.

### 6. Hospital Classes

Two classes are entitled to recognition under this division:

1. Miss Chamberlain's class at the Hospital for Sick Children. Assistant Teacher: Miss Rounding.

There are about forty of the children in the Hospital receiving tuition, which is largely individual.

Some additional equipment for general work should be provided.

Miss Chamberlain has an Auxiliary Class Teacher's Certificate. Her work is satisfactory and the class is entitled to be recognized as an Auxiliary Class and to be recommended for the Auxiliary Class grant.

2. Miss Blakeslee's class at the Home for Incurable Children.

The class work here is done in the afternoon and the number of pupils receiving instruction is usually about seventeen or eighteen.

This work is a great help to the children and when it is further developed, especially if the teacher qualifies for an Auxiliary Class Teacher's Certificate, this class might well be recognized as an Auxiliary Class.

### 7. Sanatorium Classes

There are two classes which should be mentioned under this head:

1. Miss Vaughan's Class at the Preventorium.
2. The Class at Queen Mary Sanatorium, Weston.

For the last few months the latter has not been connected with the Toronto Board of Education.

The class at the Preventorium is a very interesting class, and is well organized. There is a junior and senior division, the former being chiefly a Kindergarten Class, and the latter 1st and 2nd Book Classes. These divisions attend school at alternate periods. The total number is about fifty and it would be well to consider appointing an assistant teacher and also having some more equipment of a simple home-like character.

Special attention should be given to the necessity of providing extra warm clothing for the children, and the authorities of the Preventorium will no doubt be glad to help in this and other matters for the benefit of the school.

### 8. Ambulance Classes for Disabled Children

During the year 1919 a valuable Survey of Disabled Children in the Schools was made under the direction of Chief Inspector Cowley, by Mrs. M. H. Kerr.

Mrs. Kerr's experience in Auxiliary Class work, and still more her long and successful services as a teacher enabled her to do this work with great acceptability. Through the courtesy of the Chief Inspector I have been supplied with a copy of this Report and I cannot do better than embody it here and earnestly support the recommendations made therein. There is a need for such work in the Toronto Public Schools. It may also be mentioned that in connection with the Summer Course for Auxiliary Class Teachers, 1919, a "Model Class" of this type was taught by Miss Hannah Milne. This class was formed of six or eight disabled children who were brought every day in a motor to the University Social Service Building, where the Summer Course was held. It was a most satisfactory and most interesting part of the Course, and the children enjoyed it so much that they were sorry when it ended in August.

#### REPORT OF SURVEY

#### PUBLIC SCHOOLS OF TORONTO

##### Re Disabled Children

Number of schools visited .....	82
Total number of disabled children of school age .....	216
Number of these who are able to reach school by walking or street cars .....	187
Number of these who are not able to reach school unless they are carried in go-carts or children's express waggons .....	23
Number of these who are not getting to school at all .....	6
	216

Of the 210 children who are at present in school at least 150 should not be required to climb up-stairs. They struggle to do so because their class is upstairs, but they find it difficult and painful though they are usually uncomplaining. It is exhausting to them and probably often injurious. Many of these children get to the school only about one or two days in each week.

I would respectfully suggest that the Principals be requested and empowered to have a class on the ground floor which will provide for such children.

The six children who are not able to get to school at all, and the 23 who must have a conveyance should be provided for in Auxiliary Classes.

The following table shows the schools where the disabled children are now in attendance and the number in each school:

Schools.	Disabled Children.	Schools.	Disabled Children.
Alexander Muir	0	Kew Beach	3
Annette St.	1	Kimberley	2
Balmy Beach	0	King Edward	5
Bedford Park	1	Kitchener	5
Bolton Ave.	7	Lansdowne	4
Brant St.	1	Leslie St.	3
Brock Ave.	3	McCaull St.	2
Brown	0	McMurrich	2
Carlton	6	Manning Ave.	7
Church St.	1	Morse St.	1
Clinton St.	0	Niagara St.	0
Coleman Ave.	1	Norway	1
Cottingham St.	0	Ogden	6
Davisville	0	Orde	2
Deer Park	0	Palmerston Ave	8
Dewson St.	1	Pape Ave.	2
Dovercourt	2	Park	10
Dufferin	5	Parkdale	0
Duke of Connaught	3	Pauline Ave.	4
Duke Street	1	Perth Ave.	2
Earl Grey	6	Pyne	3
Earlscourt	4	Queen Alexandra	5
Eglinton	1	Queen Victoria	3
Essex St.	2	Regal Road	3
Fern Ave.	2	Roden	8
Frankland	8	Rose Ave.	3
George St.	0	Rosedale	1
Givens St.	3	Runnymede	1
Gledhill Ave.	1	Ryerson	1
Grace St.	0	Sackville	2
Hester How	1	Shirley St.	1
Hillcrest	1	St. Clair	0
Hodgson	1	Strathcona	2
Howard	5	Victoria St.	3
Hughes	2	Wellesley	1
Humewood	3	Western Ave.	6
Huron St.	3	Wilkinson	5
Jesse Ketchum	1	Williamson Road	2
John Fisher	1	Winchester St.	2
Keele St.	3	Withrow Ave.	4
Kent	3	York St.	1

M. H. KERR.

#### 9. Speech Classes

For Children who suffer from Stammering, Stuttering and other Marked Speech Defects.

There are apparently a good many children in Toronto who suffer from speech defects.

A Model Class was conducted in 1919 in connection with the Summer Course for Teachers of Auxiliary Classes, and the results were satisfactory, several children being brought by their parents, in addition to those who had been originally admitted to this Model Class.

The plan to have a "Visiting Teacher" to give special instruction and supervision to these children has been tried with a good deal of success in other cities having about the same school population as Toronto, and if possible, it is suggested that this plan might be tried during the coming year.

### 10. Sight-Saving Classes

For children whose sight prevents them from making satisfactory progress even when they are provided with proper glasses and placed in the front seat, or whose sight would be further impaired by using the ordinary text-books and other means of instruction.

The School Medical Inspection Department, at the request of the Canadian National Institute for the Blind, appointed a special representative Committee to make a survey and report upon this important matter. It is expected that this will be immediately available, and that it will show the need for Sight-Saving Classes.

### 11. Lip-Reading Classes \*

For children whose hearing is so poor that even when placed in a front seat they cannot hear enough to make satisfactory progress, or who may require to learn lip-reading on account of the danger that they may become absolutely deaf.

### 12. Institution Classes

That is, Public or Separate School Classes for inmates of Children's Homes, Children's Shelters and Orphanages. There are many children in such institutions who would otherwise be eligible for admission to one or other of the above mentioned Auxiliary Classes.

The following Institution Classes are being taught in Toronto at the present time.

Joseph Workman School—Protestant Orphans' Home.

Principal and three assistants.

Total attendance about 100.

Grades of classes from Kindergarten to Senior 3rd.

The Principal, Miss Clarke, is remarkably successful in her work with these children and has taken a great interest in getting them into touch with ordinary home privileges, ideas and occupations.

Miss Clarke entered her name for the Summer Course, but was, unfortunately, prevented by ill-health from attending.

Miss Lanskail and Miss Pringle have Auxiliary Class Teachers' Certificates and are doing good work.

This school needs some special equipment and it is urgently necessary that the "Mental Survey" be conducted here as soon as possible. If it shows, as it probably will, that some of the children are mentally defective, then they should be in a Training Class with a properly qualified teacher, or should be removed to a suitable Institution for care and training. This will not only be a benefit to these children themselves, but will greatly improve the work of the normal children.

\*No Lip-reading Classes have yet been established in the Toronto Public Schools.

**Children's Shelter**

Teacher—Miss Mason. Miss Mason is doing excellent work here, but she has at present to contend against great difficulties.

The number of children is 43, and there are 12 other children in the house who should be in the school, making a total of 55. When it is realized that 18 of these children should be in the kindergarten and that according to the Report of the Special Clinic at the Toronto General Hospital about 40 out of the 55 are mentally defective, it will be seen that this class should become a school, with a Principal and two assistants, and that teachers with Auxiliary Class Certificates are needed here. The need of a Training Class has already been dwelt upon.

Miss Mason has an Auxiliary Class Certificate and has excellent general qualifications and experience.

It is also necessary that additional equipment should be provided of the kind recommended for Promotion Classes and Training Classes.

In addition general material of a simple and interesting character, similar to that which children in their own homes see and handle every day should be provided so that these children should not become "institutionalized." For example, for the younger children, toys and other childish possessions of their own—and for the older children, daily newspapers and simple personal possessions which they can care for and learn the value of, might be provided.

**Allan School—Boys' Home**

Principal—Miss Sheppard.

Assistants—Miss Bogart and Miss Alexander.

Number on Roll about 62.

Classes—Kindergarten to 4th Book.

This school is well organized and the teachers are doing good work. The Principal and Miss Bogart have Auxiliary Class Teachers' Certificates.

It is very important that a "Mental Survey" should be made of this school as soon as possible, as it is probable that a number of the boys are mentally defective. They should be in a Training Class with a specially qualified teacher, and special equipment should be provided, or else they should be removed to a suitable institution for care and training.

One of the rooms has been fitted up as a manual training room. This is a great advantage and as much use as possible should be made of it. Some additional simple equipment of the character above described should be provided.

These classes should also be recognized as Auxiliary Classes as soon as the necessary re-organization has been made.

**Lee School—Girls' Home**

Principal—Miss Currie.

Assistants—Miss McMaster and Miss Robinson.

Domestic Science Teacher—Miss Ward.

Number on Roll about 70.

Classes—Kindergarten to 4th Book.

This is an excellent school and the equipment, especially of the Domestic Science Centre, is satisfactory. Some general equipment might be added of the character above described.

The teachers are doing good work.

A Mental Survey should be made of all the pupils, as soon as possible, for the guidance of the teachers and all others responsible for the welfare of these children.

### **13. Special Classes for Children Suffering from Epilepsy**

In connection with the School Census and the Mental Survey a careful record should be made of all children suffering from epilepsy. I am informed that not infrequently such children are brought to the notice of the school authorities. Something should be done for them.

### **14. Training Classes**

For children who are mentally defective, but who can be educated or trained, and whose mental age is not less than the legal school age.

It will be understood from the foregoing that since 1910 at least the Board of Education has been made aware from time to time of the number of mentally defective children in the schools. This is a very serious problem, and the time for action has come. It cannot longer be delayed.

I would respectfully direct attention to the recommendations as to schools contained in the Report of Mr. Justice Hodgins, just issued, copies of which have been sent to members of your Board, and to many of your Board's Chief Officials, Inspectors and Principals.

I would further respectfully point out the great importance of the Mental Survey, above referred to and the results of the same already in the hands of the Principals of the Schools where it has been made.

Reference to the Auxiliary Classes Act and Regulations, Reports and other publications of the Department of Education, will show that Training Classes are intended to relieve the overburdened teacher and the other pupils of the presence of mentally-defective children in the regular classes. Training Classes are intended to promote the efficiency and economy of the whole school system and to do justly and kindly by the mentally-defective children themselves.

The curriculum in these classes is to be intellectual and bookish only as far as such pupils can understand and profit by it. On the other hand the curriculum should provide largely for industrial, physical, social and practical training, so that these pupils may be developed and helped, and may become as far as possible, useful, harmless, happy and self-supporting.

As soon as any Training Class is organized it would be very helpful if an "After-Care Committee" could be organized to assist in the work of the class.

I would respectfully express the hope and conviction that the Board of Education of Toronto will give this matter the consideration and action that the nature of the case and the public interest urgently demand.

HELEN MACMURCHY,  
*Inspector of Auxiliary Classes for Ontario.*

**Advancement Classes**

As already mentioned, a lecture on "Gifted Children: What the School can do to Help or Hinder Them" was given by Sir John Willison to the Staff and Teachers in the Summer Course for Auxiliary Classes. The attendance at the lecture was large, and great attention was paid to it by the press and general public, as well as by the teachers in their subsequent work, showing that the time is at hand for Advancement Class work in Ontario. Who will try the experiment? Faith and enthusiasm as well as judgment and common sense are needed in beginning this work. Above all no publicity should be given to it and no pressure whatever should be put upon the pupils.

In the Public Schools of New York, increased attention is being given to gifted children. Miss Elizabeth A. Irwin of the Public Education Association has started in Public School No. 64 three classes for these children. The classes are called "Terman Classes." No child is admitted who has not an I. Q. of 120 or more. Miss Irwin says: "Superior intelligence is no harder to detect than inferior. The same method used for years by the courts and schools—and now the army—to detect the feeble-minded, is used to pick out these children of exceptional ability." It is also stated that these children are as well developed physically as mentally, their average weight being higher than that of other groups.

Several children who nevertheless proved to be underweight were put into a nutrition class, where children are shown graphically the factors which make them gain or lose. Here they remain until by eating more and better food they reach the normal weight. Intelligence stood the little Termans in good stead in this situation also, for once aware of their deficiency they gained the required number of pounds long before the rest of the children.

The physical examination of school children is now a well recognized part of School Medical Inspection work, but the mental examination is not yet well organized or provided for. This is no doubt due partly to the fact that it is not always easy to find School Medical Inspectors who have had the necessary training and experience in questions of mental health and ability. However, the school authorities are now looking to the Medical Officers of Schools to assist them in finding children who are unusually gifted. The I.Q. has already been of some service in this way. Children who have an I.Q. of 140 to 150 are often unusually able. If their physical condition is equally good these children are a wonderful asset to their families and to the nation. Do we know we have them? Do we give them the education they need?

The Intelligence Quotient, or I. Q., is the ratio of mental age to chronological age. Thus, if a child of four years is shown by mental tests to possess as much intelligence as a child of six, his I.Q. is 150. If, on the other hand, a child of six years has only the intelligence of a child of five, his I.Q. is 83. Not too much stress should be laid upon this, or upon any other single fact or examination. Great care and thought is necessary in the delicate and responsible work of mental testing, and the physician who does this should have thorough training and long experience.

**Promotion Classes**

Special attention is given to children who are retarded in their studies "on account of some remediable cause, but are not mentally defective," in many of the schools of Ontario. Often the teachers give special instruction after school hours to these children.

In Toronto there have been two Promotion Classes (see above).

The proper organization of work for retarded children, under the provisions of the Auxiliary Classes Act, would be a great benefit and it is hoped that more attention will be given to it this year, both by co-ordinated efforts to remove or lessen the cause of the backwardness, and by enriching the school life and interest of these children by pre-vocational and other studies.

### Classification

In certain cities of the Province of Ontario where there are schools with a large attendance, it has been found from time to time that there appears to be a tendency to allow the very backward pupils to "gravitate" as it were to one class. The unfortunate teacher, too kind to refuse, as her colleagues have done, to admit such children to her class, is thus left in an impossible situation, and struggles to do something for the pupils. This should never be allowed to occur and we should look to Inspectors, Principals and teachers to prevent it. The proper development and organization of Medical Inspection of schools should prevent such a thing as this occurring. It was recently reported that in one class of 34 children all are mentally defective. A special report has been asked for in regard to this class and is promised at an early date.

### English Classes

The temporary cessation of immigration during the war has much lessened the need for these classes.

There is, however, at the present time, a great need for English Classes for grown-up non-English-speaking New Canadians and all those interested in Auxiliary Class work should do everything possible to encourage and support such classes which must necessarily be held where these New Canadians are, whether in camp, frontier or city, and frequently, of course, in the evening. It is a fundamental part of our citizenship that we should do all we can to make citizens of those who come to us. If we cannot make Canadians of them they should not come to Canada. It is encouraging to find that a good deal of attention is being directed to this work. There has been an organization for a long time which has carried on this work with headquarters in Ontario under the name of the Reading Camp Association. It is now known as the Frontier College. Mr. Alfred Fitzpatrick, Principal of the Frontier College, has recently published\* a book for the use of those who will teach English Classes for New Canadians, under the name of "Handbook for New Canadians," which is one fruit of twenty years successful work in this field. Any intelligent person who has this book, and an opportunity to teach one or more New Canadians, could do it, if willing.

### Disciplinary Classes and Parental Schools

The four Industrial Schools in Ontario, two for boys, namely, the Victoria Industrial School at Mimico and St. John's Industrial School, Toronto, and two for girls, the St. Mary's Industrial School, Toronto, and the Alexandra Industrial School, East Toronto, have all been inspected during the year. The number of pupils in these is increasing.

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\*Toronto: The Ryerson Press.

### Open-Air Schools

Increased attention has lately been paid to the problems of malnutrition and under-nutrition among children, especially tuberculous children and children who are manifestly underfed. The high price of milk and other essential foods has increased the danger of malnutrition. An investigation in 1917 by the New York Health Department and the New York Association for Improving the Condition of the Poor gave the following figures:

Two thousand one hundred families living in the poorest parts of New York, all of whom had two or more children, require for nourishment 8,149 quarts of milk daily. In 1916 they had 4,797 quarts daily. In 1917 they purchased only 3,193 quarts.

It has been pointed out by J. C. Gebberd and others that while in the skilled and well-organized trades high wages have represented a "definite gain of wages over living costs" this has not been the case among the unskilled and the submerged.

"According to the Labour Department of New York State, during the greater part of the years of 1917 and 1918, the average weekly earnings in New York factories have not kept pace with the rise in the cost of food. The indexes of food costs and labour costs did not meet until February, 1919, and since that time there has been a slight gain of food costs over wages."

It is from homes struggling with poverty that many of our pupils in Open Air Classes and other Auxiliary Classes come, and it is the cause of under-feeding, sickness, ignorance, over-crowding and physical inefficiency that we must really seek out and remove. Auxiliary Class work will help to find out and point the way to the removal of these causes.

On the other hand there are statistics of a more cheering character as to the nutrition of children in Great Britain. Sir George Newman, in his annual report, shows that the number of meals served to school children, ninety per cent. of whom come under the head of "necessitous children" was as follows:

1914-15 .....	29,569,316
1915-16 .....	9,930,074
1916-17 .....	5,781,504

The provision of meals for school children on account of necessity has apparently not been found necessary in Ontario. But I am told by Public Health Nurses, School Nurses, Hospital Authorities and others that a great improvement has been noticed by them as to the welfare of families, and especially children, since the enactment of prohibition. Children are better fed, better clothed and better housed than they were before prohibition was enacted in Ontario.

The Bureau of Education Experiments of New York has undertaken some important work in the investigation of malnutrition by having a Nutrition Clinic in one of the New York Public Schools. Dr. W. R. P. Emerson, who was in charge, has published some account of this work, the statistics being compiled by Dr. David Mitchell, of the Bureau. Dr. Emerson says in part:

"Nutrition clinics conducted for a period of time in hospital work have shown that malnourished children recover health and strength almost in direct proportion to their home control. Where there is complete control of the patients during the whole twenty-four-four period, as in a child-helping institution, recoveries may occur in nearly 100 per cent. of all cases."

"The fact that malnutrition is due only in a minor degree to poverty, to inheritance, to tuberculosis, to syphilis or to other obscure diseases, but in the great majority

of cases is due to adequate causes such as physical defects, improper food habits, overfatigue and errors of home and school life, makes the work of correcting malnutrition, though partly medical, for the greater part educational.

"The child who is chronically 7 per cent. underweight for his height is retarded practically one year in both weight and height. Such stunted children are not only under-nourished, but malnourished.

"It will be seen from Table 1 that an average of 18 per cent. were underweight. Based on these figures, in New York City alone, with approximately one million school children, one hundred and eighty thousand are probably malnourished."

### Conclusions

"1. All children at the beginning of the school year should be weighed and measured, and once a month thereafter during the school year, that their condition and rate of growth may be known.

"2. Parents and teachers of all children 7 per cent. or more underweight should be notified of their condition, that they may be given special observation and obvious causes for their malnutrition removed.

"3. Malnourished children, especially, need a complete physical examination made in the presence of their parents, that the average of five or more physical defects, particularly those interfering with breathing, may be corrected and the children be made free to gain under proper hygienic conditions. Such complete examinations are welcomed by parents.

"4. Malnutrition is not accurately diagnosed either by superficial school inspection or by the stethoscope.

"5. Children 7 per cent. or more underweight should be grouped in open-air classes, school pressure removed, and the Class Method used in treatment as a part of the school programme. The severest cases of malnutrition may be treated first, and so on until all cases are eliminated.

"6. Rest periods in the mid-forenoon are necessary, especially where the school has one session. Rest should be taken lying down on the back with the windows open, blankets being provided for protection and warmth.

"7. School lunches should be available. They should be served hot, and the serving should in itself be a practical means of education.

"8. Provision of food is not in itself adequate to solve the problem of malnutrition.

"9. Carious teeth do not necessarily cause malnutrition.

"10. Each child should have his twenty-four-hour amount of food measured for two successive days each week, that his food habits may be known and if necessary corrected.

"11. The Class method of treating malnutrition is sound pedagogy. It is an effective method of teaching practical hygiene and the essentials of health. It represents an economy of time and energy for teacher, school nurse and administration. It is based on the principle of a 'sound mind in a sound body,' and that it is poor judgment to rate school efficiency on the amount of pressure that can be brought to bear on these already overburdened children in order that they may be made to graduate with their class and thus maintain a perfect school score.

"12. There is no evidence in the weighing and measuring of these children that malnutrition, if left untreated, tends on the whole to correct itself. The percentage of malnutrition for the older children is no less than that for the young children. It is, then, fair to assume that the nation's list of physically unfit is supplied by this group of malnutrition children in the schools. Its percentage is about the same as has appeared in the Students' Army Training Corps and recruits for the army rated as physically unfit. The school system should not by its disregard of the physical condition of its children increase malnutrition. By weighing and measuring at regular intervals, by securing careful physical examinations, by teaching proper food habits and other essentials of health, it should graduate its children physically as well as mentally fit, thus eliminating malnutrition as an unnecessary element of national weakness."

"The child who is chronically 7 per cent. underweight for his height is retarded practically one year in both weight and height. Such stunted children are not only undernourished, but malnourished.

"It will be seen from Table 1 that an average of 18 per cent. were underweight. Based on these figures, in New York City alone, with approximately one million school children, one hundred and eighty thousand are probably malnourished."\*

A further discussion of this valuable work will be found in a paper published\* by Dr. Mitchell in which he rightly lays stress on the educational procedure which is an essential part of the work and which will be of permanent benefit to the child.

"We all know perfectly well how such things as faulty vision or faulty teeth will affect the physical and mental development of an otherwise healthy child. But in spite of all our talk concerning the precious asset of child health, such defects are so common that nobody has ever taken the trouble to find out exactly to what extent they prevail among our children to-day. It is estimated by the best authorities that three out of every four children in this country are suffering from some physical defect which might be prevented or corrected. This means that there are, perhaps, 15,000,000 such school children in this country to-day.

"Every one of these children, handicapped however slightly by some physical defect, is failing to attain quite the physical and intellectual development of which he is capable. When weighed and measured these children will all be just a little below standard. Moreover, of these 15,000,000 handicapped children there is a large group, estimated as possible 6,000,000, who are in such bad physical condition and who fall so decidedly below the normal standard of weight for their age and height that their condition demands immediate recognition and attention.

#### What is Malnutrition?

"Malnutrition is a definite departure from health which should be recognized as much as tuberculosis. It has certain definite causes and definite after effects. Moreover, some of these after effects can never be entirely overcome. An adult may be underfed for a long period without any serious result, but the child who suffers from serious malnutrition may never be so strong and capable as he might have been. Malnutrition is something which in the great majority of cases is preventable and curable. Its detection requires no expert medical knowledge or careful microscopic examinations. The weight of the child and his rate of gain usually tell the story.

"In the best-regulated families the baby is regularly weighed every week, and great is the concern of those interested if he does not gain his standard four to six ounces a week. It is a sad commentary on our health methods that we have so carefully weighed the baby but allowed the runabout and school child to go with little or no attention in this respect."

#### Hospital Classes

These classes have been carried on during the year in the Hospital for Sick Children, Toronto, and in the Home for Incurable Children, Toronto. (See above.)

#### Sanatorium Classes

Classes have been carried on during the year in the Byron Sanatorium near London, the Hamilton Sanatorium, the Queen Mary Hospital, Weston, and the Preventorium, North Toronto. (See above.)

On account of the prevalence of influenza and also because of changes of organization, etc., not all of these have been inspected during the year, but satisfactory reports have been received of their work.

#### Ambulance Classes

A Model Class of this type was carried on in connection with the Summer Course for Auxiliary Class teachers and was a great success. The pupils were brought to school every day in a motor. Their progress was quite remarkable in the short time they were under instruction, and recent reports show that they are trying to go on with their studies at home. (See also above.)

### The Education of Disabled Children

The impetus given by the events of the war to work for disabled persons continues to manifest itself and is being felt in the provision made for the education of disabled children. The full force of this movement will probably not be felt for some time to come, but evidence is not wanting of the tendency of the times.

Probably the most notable publication during the year upon this subject was a paper contributed by the great Orthopedic Surgeon, Sir Robert Jones, K.B.E., C.B., Ch.M., F.R.C.S., Oxford, and G. R. Girdlestone, F.R.C.S. to the *British Medical Journal*, October 11th, 1919. This paper states the case for disabled children as follows:

"Under present conditions some of these children die, and of the remainder most become cripples. Many are fully curable, almost all can be benefited; but an organization to provide early and well-directed treatment is necessary."

The authors refer to the organization of such work in Shropshire and Staffordshire, giving an analysis of the causes of the conditions found in each child under treatment, and showing that approximately that there are 1,130 disabled children out of a population of 671,307 requiring education and treatment, or 1 out of 594.

"It is unfortunately the case that children suffering from crippling diseases and deformities of all kinds exist in large numbers throughout our country. The majority lie out of sight in their homes; many are in workhouses or collected in homes for crippled children, but many others are frequently to be met in our streets. The number of adult cripples resulting from disease or deformity in childhood is a still more common object for our sympathy; and shame is added when we realize that perhaps three-fourths of these could have been cured, and most of the others given much greater activity, if their condition had been recognized early and treated efficiently. There is no lack of sympathy for these children, but it must be led into practical channels, and, after all, the comparative comfort of a cripples' home is but a half-measure. Our sympathy should be directed towards the *cure* of the deformities and diseases from which they suffer, or, where cure is beyond reach, the greatest improvement that can be attained. This paper is written to draw attention to this need and to bring forward proposals for the establishment of a system of orthopaedic hospitals and clinics for the active treatment of cripples, and more particularly of crippled children, throughout the country."

The article then points out the very great advantage of treating the children in open-air wards in the country, adding:

"Further, the final results, and the rapidity with which they can be obtained, depend to a very great extent on early recognition and treatment. For example a congenital deformity which in early infancy can be cured by simple painless manipulation will, when the child is six months old, require forcible correction under anaesthesia, and at six years may need several such manipulations, and possibly operative interference as well, with, in the end, a less perfect result."

"At present a paralysis or deformity is too often accepted by parents, and even by medical men, as permanent and incurable. This is due to the want of knowledge of parents and those responsible for the case of what can be done and of the importance of doing it early."

A complete scheme of organization for Central Orthopedic Hospitals (C.O.H.) to serve the population is then given:

"Each should provide bed accommodation adequate to serve the district, have open-air wards, be situated on dry soil with a good aspect, and be in the country, but preferably near enough to a town to share in its water, light, transport, and drainage system.

"In addition to the wards there will be needed operating theatres, gymnasiums, handicraft workshops, schoolrooms, playrooms, and an administrative block. Most, if not all, of these requirements could be met by suitable huts.

"As the patients will be mainly children of school age, it will be necessary for the education authorities to arrange for their schooling and to provide the requisite teachers.

"Workshops where the children can learn simple handicrafts such as basket making, carpentering, and leather work, are of great value, and for the older children we hope that some definite training in suitable industries may be possible.

"While cure of the disability is the prime object of the whole organization, we feel that the development of happiness, of a self-reliant outlook of and the capacities of these children is of the utmost importance.

"The hospitals should be centres of play, of handicrafts, and of education, as well as of treatment.

"For management these hospitals should, if possible, be affiliated to the general hospital of the neighbouring town."

In this Province where all our large cities now have Children's Departments or Children's Wards in their Hospitals, and where in Toronto we have a Children's Hospital, which is not only one of our best Hospitals, but has been pronounced by medical authorities, one of the best Children's Hospitals in the world, consideration of such a co-operation between the School Authorities, the School Medical Inspection Department, the Medical Officers of Health, and the Hospital Authorities concerned, opens up a fine prospect for good work and progress in preventive medicine and education.

The article already quoted from presents a reasonable scheme to meet the expenses of the C.O.H. and concludes as follows:

"We would plead that the matter is very urgent. First, owing to the crying need; one cannot walk through the streets without seeing children and adults disabled for want of treatment.

"Secondly, because the local authorities are now becoming alive to the condition of affairs, and are anxious for something to be done. A general organization is wanted for the efficient co-ordination of the work rather than any compulsion by local authorities. In both Shropshire and Staffordshire, where the authorities are already at work, there is general eagerness to join in the local organization.

"Thirdly, a unique opportunity is presented now. The Ministry of Pensions is organizing orthopaedic hospitals and clinics, on similar lines to those described, for men crippled in the war; is providing them with the special departments, supplying the apparatus necessary, and is staffing them with surgeons trained in orthopaedic principles, many of whom have had much experience with crippled children.

"These pensions hospitals will at first be fully occupied, but before many months there will be a diminution in the needs of the disabled soldier. Then will come a time when they will have to be cut down, and their staffs gradually dispersed, unless the Ministry of Health has made its plans in advance and obtained the necessary financial provisions for taking them over, either in part for children's work only, or as a whole with the responsibility of such war work as remains to be done. The opportunity is exceptional, and the advantages offered by it very great. But preparations should be made by the Ministry of Health immediately, so that it may be in a position to act when the time comes.

"The matter is so urgent that Government action should not be awaited. Everywhere efforts should be made to start local organizations which would fit into the general scheme, but such action should be taken in consultation with the Ministry of Health.

"We feel confident that, if an organization such as we have outlined is set up, many thousands of children will be redeemed to health, and others, though not fully cured, enabled to become self-supporting citizens, and given far greater possibilities of activity and happiness.

Dr. A. H. Bygott, M.O.H. for West Suffolk has also officially drawn attention to the same important subject.\*

"He mentions that whilst the medical staff were examining recruits they saw a number of disabled men who were brought from rural districts suffering from deformities which had either not been treated at all, or very inadequately. This deprived

\*Medical Officer, 17th May, 1919.

them in some cases of any earning capacity whatever. In some cases they had been unable to get to school, and obliged to drag out their 20, 30 or 40 years of life before they came to the Board, and, unfit to be soldiers, they were returned to their villages with a prospect of living much longer without the best possible help being given to them. In one case recently met with a child had been to the hospital in London, with club feet; the parents had sold a sideboard and a mangle in order to pay the travelling expenses and the cost of apparatus, and when Dr. Bygott saw the child some time later, the whole of the value of this work had been undone for the want of proper supervision and the ability to continue the treatment. The growth of the child and the wear and tear of the apparatus renders constant skilled supervision necessary in these cases. There are at the moment known to the West Suffolk medical staff three cases of lateral curvature of the spine, in which the children are being absolutely ruined for life, for want of proper treatment.

"Dr. Bygott is of opinion that not more than three or four institutions would be required for the whole of England, for all cases of deformities. They should be preferably on the coast, as sun and the sea materially assist recovery in these cases."

The work done for disabled soldiers and also for disabled workmen in Ontario will help to direct attention to the needs of disabled children.

It may be mentioned that in the State of Pennsylvania a Bill was passed this year to establish "A Bureau of Rehabilitation in the Department of Labour and Industry, armed with funds and clothed with adequate powers to render persons who are physically handicapped through industrial accidents fit to engage in remunerative occupations. Everything from artificial limbs, therapeutic treatment and occupational training, to social service and after-care, will be furnished by the State."

Public attention in other countries has been directed to the need for special education for Disabled Children.

A Survey of Disabled Children in California has been made during the past year and a total of 2,500 cases were found.

"Infantile paralysis claims the largest number of victims; accident comes second; congenital causes third, and tubercular forth.

The 2,500 cases may be considered under three distinct classes. One class is only slightly handicapped and can be educated in our public schools without any special attention.

The next class requires individual assistance, free transportation and the advantage of classrooms on the lower floors of our public schools.

The only hope for the third class must come through instruction in the home, or through a State Institution especially adapted to its needs."

#### Other Causes of Disablement

Heart disease in children often goes on to a stage where the result is a seriously disabled heart throughout life, not because the disease cannot be cured but because the child does not get the prolonged rest in bed, with medical care and nursing which is needed to effect a cure. The general hospitals cannot spare the beds, the convalescent homes cannot give the medical and nursing care and supervision. But in some places this want is being supplied. In Brookline, Mass., Mrs. Dennett has established and maintained a "Children's Heart Hospital."

"The results thus far obtained have been most encouraging. A certain number of the children have been discharged well, while the damage to the heart has been limited in the vast majority of the others so that they have been discharged with hearts but little impaired functionally, and strong enough to meet the ordinary demands of life. The number of patients thus far treated has, of course, been rather limited, because the children spend a number of months, and sometimes

many months, in the hospital. This experiment, if it can be called an experiment when the results could have been so certainly anticipated, has been successful. It is hoped that it can enlarge its work in the future and that other similar institutions for these unfortunate children will be established.”\*

Some attempt has been made during the year to develop preventive treatment for goitre, inasmuch as it is now believed that a large number of school girls in certain districts suffer from this condition, a condition which occurs six times as frequently in girls as in boys. A Committee of the American Medical Association has made an investigation, and preventive treatment (with iodine) has apparently proved successful. Further investigation is now proceeding. The following are some of the findings of the Committee:

“In a complete census of the condition of the thyroid gland in the girls from the fifth to the twelfth grades of the school population of a large community in the Great Lakes (U.S.A.) goitre district, it was found that 1,688, or 43.59 per cent., had normal thyroids; 2,184, or 56.41 per cent., had enlarged thyroids, and 594, or 13.4 per cent., had well-defined, persistent thyroglossal stalks.”

### Speech Classes

The acquirement of speech by children is a grand achievement and one that calls for effort both from the child and from the parents, especially the mother. About the age of four, when a child's speech is often very good, there sometimes remain a few sounds that are still hard for the child to say. Between the ages of four and nine, if the child has been ill, or delicate, or is frightened, or in some way the mental faculties which control speech are overworked, then we get, very often by imitation, a sort of panic which causes stammering and stuttering. What we should aim at is the prevention of these causes, so that speech defects may not develop, or if they tend to develop, then this tendency should be recognized at the very beginning and by encouragement, training and practice in correct speech the child should be completely cured and should regain comfort and confidence in using speech. The help of a Visiting Teacher who has had special training and experience in prevention and correction of speech defects, is a great help and the co-operation of the regular teacher and the parents with the Visiting Teacher is indispensable.

An examination of about 10,000 children in the schools of Grand Rapids, Mich, U.S.A., showed that there were about 1,196 or 12.7 per cent. who had marked speech defects and of this number about 2 per cent. stuttered. Grand Rapids has six Visiting Teachers of Corrective Speech, each having this work in six schools under her charge and giving to the children who require this special instruction from two to five lessons per week.

### The Visiting Teacher

The work of the Visiting Teacher is of course of equal importance in other types of Auxiliary Classes and in general school work, and occasional efforts have been made in Ontario to introduce this plan. The work of the Visiting Teacher is really preventive. When a misunderstanding or an injustice or school failure or unkindness at home threatens the child's future, the Visiting Teacher steps

\*The Modern Hospital, June, 1919.

in and tries to find out the cause of the "school failure" and remove it. An example of such work is quoted here from J. L. Leuderback in the "Survey":

"Eight-year-old Dora seemed dull, unable to grasp the new work at school. The Visiting Teacher found that her father kept a grocery store, and Dora sat up until midnight because the store was open and neighbours dropped in to talk. She had had a nervous shock when a baby and was afraid to go upstairs alone. Furthermore, she had some intestinal trouble, for which the busy parents had failed to get the proper medical treatment. On the Visiting Teacher's advice this was provided, Dora was put to bed early, and she heard no more about the shock which had formerly been mentioned freely in her presence. A college student was found to help her with her lessons for a while. Gradually she came up to her grade, and has since progressed normally."

### Sight-Saving Classes

The education and welfare of children who require instruction in Sight-Saving Classes has been the subject of communications during the year from the Canadian National Institute for the Blind, who wrote to the Chief Inspector of the Board of Education, Mr. Cowley, about this matter in March, 1919. Later on a conference was called at which representatives were present from the Department of Health, Division of Medical Inspection of Schools, the Sick Children's Hospital, the Board of Education, and the Canadian Institute for the Blind. The Inspector of Auxiliary Classes was also present.

As a result of this conference the Medical Officer of Health, Dr. C. J. Hastings, was requested to appoint a Representative Committee to consider the whole matter, make the necessary investigations, tabulate information and frame recommendations to be embodied in a report to be presented to all those concerned. This Committee met at the City Hall on September 15th, 1919, and the necessary work was at once undertaken. Preliminary reports have already been made and the final report will no doubt be presented in a few weeks.

In the meantime, under the direction of Chief Inspector Cowley of the Board of Education, a partial survey had already been made by Mrs. Kerr as to the number of children in the schools whose sight was seriously impaired. By the courtesy of the Chief Inspector the following extract from Mrs. Kerr's report is given here:

"I beg leave to state that, with the help of Miss Ewing, the nurse from the Canadian National Institute for the Blind, I have gone through the records of 114 completed cases received from the Sick Children's Hospital. The word 'completed' indicates that the child, after examination and treatment, has only the vision of 20/60 or less. There are still 128 cases on the Sick Children's Hospital records whose vision fell below that standard, but the record is not yet completed, as the children failed to return for treatment. These cases will be followed up by Miss Ewing who will report from time to time. Those figures are from the Sick Children's Hospital records only. Other sources of information are not heard from yet in detail."

"In regard to — School, I had permission to have the eyes of children in the list sent in examined by two nurses in order to find to what extent the vision was defective and what treatment had been given. All of those who were present on Thursday, 2nd October, 1919, about 30, were tested, and four of the number were found to be below the standard of 20/60. More children from — School were found in the records of the Sick Children's Hospital. Probably these children were absent on the day above mentioned. There are also several cases of speech defect in — School who need special teaching in order to make headway."

"I would like to recommend that a Sight-Saving Class be started in Ryerson School, then in other schools or groups of schools, as our list is completed and the need is shown."

There is little doubt that eye-strain in children is due largely to bad lighting in schools. Not many years ago the standard window area of the school-room

was one-sixth of the floor area. In modern well-lighted rooms the standard now approximates one-fifth to one-fourth of the floor area.

Preventive methods in regard to sight-saving are also taking rank as the all-important feature of Auxiliary Class work. Mr. N. Bishop Harman, the famous oculist, who is Ophthalmologist to the Education Department of the London County Council, and is in charge of the twenty-one Sight-saving Classes in London, has expressed the opinion that if the methods of the Sight-saving Class become the methods of "infant departments" in our schools, sight-saving would be fostered and education advanced. In brief, these methods exclude "near work" and aim at oral teaching, free arm movements and the full use of suitable handicrafts to develop interest, skill. Books, pens and paper should not be used by little children. "The scheme of work laid down for these classes is the mere application of common sense to the situation."\*

Mr. N. Bishop Harman in discussing "Sight-Saving Schools" says:

"Every school ought to be a sight-saving school. If it be not that it falls short of the ideal of a school. In the past decade there has been an immense improvement in the condition of schools, and of the work of the children in the schools, and the improvement is one that every citizen who is interested in children and in the rise of the next generation must be thankful for. Attention is now paid to lighting; and with a proper regard to the conditions of school life, the natural lighting which is free to all, has been placed in the first category of importance. The building of the modern school is incomparably better than the old. Bastard gothic structures are no more raised in which the sham ideal of the architect, or the ecclesiastical directors of the architect, devote masses of good stone to the base uses of obstruction by unwanted transom and mullion. The rule is now for wide spaces in the walls, set in suitable places with regard to the internal planning of the rooms, and these spaces are fitted with windows which are for use and not for external decorative effect. The same improvement is to be found in the artificial lighting which is necessary for so long a part of the years in our climate. Multiform clusters of naked gas-jets hung about the ceilings of the rooms have given place to incandescent gas-fittings, and in many instances to the incomparably better electric glow-lamp, and these are now spaced throughout the room with a definite purpose of lighting the desks at which the children work. Teachers are instructed on the need of fitting the class curriculum to the exigencies of the lighting conditions, and it is rare now to find the tasks which throw the greatest strain on the eyes, such as sewing or drawing, relegated to the afternoons of a winter's day when the lighting is at its worst. Not least in the scale of improvement I would reckon the abolition of the school-slate—that dirty and obscure means of writing. And further, it is now well recognized that the work in the class-room is not the only and main means of instruction. Enlightened teachers lead their pupils out of doors; work is done in the open air. Playgrounds are used for work and for organized games, which have a high educational value, and the popular field rambles or scouting parties provide opportunities for unconscious training, which must leave an indelible impress on the minds of the young. With all this there is a better standard of attitude of the children in the class rooms. Desks are better. The children are no longer expected to be happy and comfortable on benches which are no more than raised boards, or to write at desks the levels of which are one and the same for all. There is an adaptation to the size of the children which meets the first necessity of a decent posture during work.

"The saving of sight due to these changes is a very real one, and it is one which affects the great mass of the children. And for this reason alone our greatest efforts must always be directed to the improvement of the common day-school, and our enthusiasm for sectional schools must never draw away our minds from the interests of the great majority of sound and healthy children, whose good eyes deserve the greatest efforts at careful and continuous improvement."

\* School Hygiene, London: Vol. X, 1919.

Mr. Harman states further that the one necessity of a class-room for a Sight-saving Class is "perfect natural lighting" and that it is desirable that the children should have a reasonable degree of visual acuity. In practice it has been found desirable that the vision should not be less than 6/18. Those whose vision is less than that should be in classes where different methods for teaching the "semi-blind" are used.

Mr. Harman points out that short-sightedness is not a "state" it is a "disease process" and one that is changing in nearly every short-sighted eye during school years from day to day, and liable to sudden aggravation during illness. This is the reason for the demand for regular medical supervision over these cases.

### **Lighting**

During the past year attention has been drawn to the fact that in many school buildings, erected years ago, the lighting is inadequate or otherwise defective. This is a grave defect. Sometimes a re-arrangement of seats, or the provision of proper blinds is all that is needed. But so long as recent investigations show that about 18 per cent. of all school children examined are found to have impaired vision and that 10 per cent. of all school children examined have "eye ailments so serious as to demand immediate care and treatment," it cannot be taken for granted that the lighting of our school rooms is always good, or that eyesight in school children is satisfactory. The school-room is a work place where the eyes are used a great deal, and the recognition of the importance of proper lighting in factories and other work places will help to secure better lighting in our school-rooms. A good example of the consideration of this matter is afforded by the conclusions of the United States Committee on Welfare Work of the Council of National Defence, now published by the U.S. Public Health Service.

"For natural lighting, the following requirements are listed.

"Adequate light for each employee.

"Windows so spaced and located as to insure uniform conditions throughout the working area.

"The natural light supplied should be ample to preclude the use of artificial illuminants, except when naturally necessary.

"Windows should supply a quality of daylight which will avoid glares, due to the sun's rays and light from the sky shining directly into the eye. These are conditions controllable by proper use of shades.

"Ceilings and upper portions of walls should be painted in light colours to increase the effectiveness of the lighting facilities from window areas."

The report of the Provost Marshal General of the United States on the first draft for the United States Army states that "the specific source of defect showing the largest percentage of rejects was eyes, 21.68 per cent."

"The second report of the Provost Marshal General shows that of Grade D disqualified for any military service, 10.65 per cent. were rejected on account of eye defects."

These facts are probably an indication of the general prevalence of defects of vision. There are no problems of school health more important than the vision problems.

### **Vision-testing**

It may not be out of place to draw attention here to the fact that the testing of vision in school children requires to be carefully organized and carried out under the best possible supervision, and that in Great Britain and elsewhere, the methods and organization of vision-testing in schools are being scrutinized and

"re-constructed" according to the teaching of the experience gained by the Medical Officers of schools. The oculist is indispensable to advise and direct in this work, and no doubt this will be soon recognized in Ontario as it has been elsewhere. But a reasonable plan must be made, and there is no doubt that in Toronto at least, the hospitals have not yet received sufficient consideration in our plans for School Medical Inspection and Auxiliary Class work. The number of children sent to the hospitals is very large and no special arrangements have been made for the enormous amount of work involved.

The number of children in the year ending September 30th, 1918, at the Eye Clinic of the Sick Children's Hospital, Toronto, was no less than 3,453, and it is quite probable that in the year ending September 30th, 1919, this number may be doubled. I am indebted to Dr. Walter W. Wright of the staff of the Sick Children's Hospital, Eye Department, for this information. Dr. Wright's communication is as follows:

"In answer to your letter of the 22nd I got some figures from the Children's Hospital *re* number of eye cases attending there. The figures include old and new cases and as most children attend twice the actual number of cases would be about half the numbers given.

"About 75 per cent. or 80 per cent. of these cases are referred from the schools.

"For the year ending September 30th, 1918, there were 3,453 cases attended the eye clinic—an average of about 67 per week. These cases are seen on two afternoons—Mondays and Thursdays at 2.00 p.m.

"Since September, the figures are: October, 1918, 169; November, 1918, 328; January, 1919, 423, and February, 1919, 481. That is, last month we had an average of 60 cases per clinic day which is too much, and so we are planning an extension of quarters and also additional days.

"The low figures in the autumn months were probably due to the epidemic of influenza."

### Lip-Reading Classes

The first Lip-Reading Class in any Public School in Ontario was opened in Sault Ste. Marie in September, 1918, in the King Edward School under the direction of the Principal, Mr. Heath, and with the co-operation and assistance of Inspector Green. Miss Fitzgerald was appointed teacher and her work is reported by the Principal and the Inspector as satisfactory. I am glad to be able to confirm this satisfactory report of Miss Fitzgerald's good work.

Miss Fitzgerald had at first six pupils. Three of these moved away from the city with their parents and there now remain three girls whose ages are from 9 to 12 years. The oldest little girl, aged 12, has some hearing but her speech was very defective when she came to the class. She has evidently improved greatly because she is now able to read with a very pleasant voice and intonation (in which I noticed a marked resemblance to the intonation and voice of the teacher) and her intelligence and general progress appeared to me to be satisfactory considering the disadvantage under which she must have laboured originally. The other two little girls are the very ones for whom this work was intended. They have practically no hearing at all, and it is only the teacher's success in teaching them lip-reading, vocalization and articulation that enables them to speak. The mother of one of them says that before her little girl came to this class "she could not talk at all, but now she talks all the time like other children."

Miss Fitzgerald appears to me to be resourceful and interested in her work and to be well trained as a teacher of lip-reading.

**The Prevention of Deafness**

A new book, published during the year, of great interest to those engaged in Auxiliary Class work for children who do not hear well, and to all who are interested in Medical Inspection of Schools and in Public Health and Preventive Medicine is Dr. James Kerr Love's "Diseases of the Ear in School Children." As Dr. Love himself says: the book is really an essay on the Prevention of Deafness. Dr. Love's work for the Glasgow School Board in establishing and conducting an Aural School Clinic, 1912-1915, has given him great experience. He realizes what a calamity deafness is to a child, or, indeed, to any one. He shows what should be done for children who do not hear well, and how hearing should be tested. Finally, he points out how deafness may be prevented. One quotation may be given to illustrate the practical and impressive character of the book. After speaking of the necessity for quietness Dr. Love says: "The test adopted is always the same. It is the Six-foot Rule. If a child does not hear whispered speech with at least one ear at a distance of six feet, he cannot profitably remain in the ordinary classes of an elementary school. The whisper used is the whisper at or near the end of expiration, sometimes called the 'forced whisper.' The term is an unfortunate one as it may easily be taken as meaning a shouted whisper, which latter may be made louder than conversational speech. The words used are unconnected numbers, such as 214, 397, 196, etc. This is varied by unexpected sentences such as 'Shut the door'; 'Have you any brothers?' etc. Conversational speech, i.e., phonated speech in conversational tones, is also used as a test. The tests are used with the back of the child turned to the speaker, or with the side of the head so turned, and the further-off ear closed by the finger of an assistant, and no proof of hearing is accepted but the repetition of the numbers or sentences by the child. If the child pass the Six-foot Test, he is not taken out of the ordinary school although he may be put in the front seat of the class. Now and then a child who falls below the standard is left in the ordinary school because he is reported to be making good progress in his class."

**Lip-Reading**

Preventive medicine has a great field in preventing deafness. Dr. James Kerr Love\* points out that the commonest causes of deafness have their origin in childhood, and that with skilled medical attention by an Aurist and specially-trained nurse and, if necessary, further special surgical treatment in hospitals, about 85 per cent. of children treated could have their hearing saved; and further treatment of a more radical nature would save a good many more.

Dr. Love concludes his article as follows:

"But most of these should never have appeared as chronic cases at all. These were in hospital as cases of scarlet fever or measles years ago, and were dismissed before the ear discharge had ceased. The third thing, therefore, that a Ministry of Health must do is to see that the ear discharge attending these diseases is thoroughly treated by an otologist, by operation if necessary, before the child leaves the fever hospital. Thus will chronic middle-ear suppuration disappear, and thus will hearing be saved, infection controlled, and the school child rendered fit for the work of life."

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\*School Hygiene, London: Vol. X, No. 2, 1919.

In Glasgow classes under the School Board for children who could not hear or speak well were begun in 1908. The attendance is now 69, from 3 to 16 years of age. The Head-mistress, Miss J. T. S. Douglas, states as follows:

"Every child, before admission, is examined by Dr. Kerr Love.

"All children who require ear treatment are examined by the aurist once a fortnight, and a nurse attends the school twice weekly to carry out his instructions.

"The teaching is carried on entirely by means of speech and lip-reading. About one-fourth of the children lost their hearing after speech was well established, and their only difficulty has been to acquire lip-reading. Quite a number of children lost their speech very rapidly, especially in the cerebro-spinal cases, some even in a month, and by the time these children were discovered and admitted to school, often not a trace of speech remained.

"A two-course hot dinner is provided every day, for which the children pay one shilling a week. Tram fares are provided by the school board for all children living at a distance from the school. Eight years ago a nursery school was opened for very young children. A school such as this has been a long-felt need, and the results have fully justified the experiment. Children are admitted from three years of age, the object being to approach as near as possible to the ideal home life. The numbers in this department are reduced to six in a class, and steps are being taken to make a further decrease in that number. Thus, every opportunity is being afforded, not only for the laying of a good foundation in speech and lip-reading, but also for giving the children every chance of a happy, healthful childhood. Large, airy nurseries are provided, giving ample opportunity for teaching speech and lip-reading by means of games.

"The usual kindergarten methods are used, and the Montessori apparatus has been introduced for children on first entering school.

"The hours are from 9.30 a.m. to 3 p.m. Dinner, as in the case of the juniors and seniors, is provided at school, and, in addition to this, a cup of milk with biscuits at 11 o'clock. The children take part in the setting of tables, washing and clearing away, and not the least important part of their education is that of personal cleanliness. These little domestic exercises, in addition to the obvious general benefit which is derived from them, afford invaluable chances for teaching speech and lip-reading. The daily rest for the day comes immediately after dinner, and for this purpose little folding beds have been provided which answer all the requirements, both of comfort and suitability.

"To ensure the continuity of the work, the parents are regularly visited in their homes, and during school hours are encouraged to visit the school. These practical demonstrations have proved helpful to the majority of parents, and to those engaged in this work the education of the parent will in future hold a very important place in the general education of the deaf.

"Evening continuation classes are held for those children who have left school, and are always well attended. No pupil has been allowed to leave the day school until a suitable situation has been found, and reports are received from the employers for some time. Without exception, all the reports so far have been satisfactory.

"Lip-reading classes for adults who have become deaf after 16 years of age are held on four evenings of the week, and have supplied a long-felt want. These classes are always filled to overflowing. Another forward step has just been taken in the formation of the Glasgow Deaf Children's Society. This organization hopes to encourage the earlier education of the deaf by means of providing suitable literature as a guide to parents regarding home training before school age; visits to parents; facilities to enable teachers to visit other schools for the deaf and observe the work carried on; and any other step which will tend to further the education of the deaf in general."

"The School has had great success and the children have but little difficulty in passing the ordinary examinations."

About 80 cities in the United States now maintain Oral Day Schools for children who do not hear well.

The work of the Section of Defects of Hearing and Speech of the Reconstruction Department of the U. S. Surgeon-General's office began work on July 23rd, 1918, at U. S. Army General Hospital No. 11 at Cape May. The teaching of lip-reading there appears to have been very successful, and these results will no doubt help in the general education of deaf children. The average time for giving the full course in lip-reading will probably be a little over two weeks.

"It is believed that practically all the soldiers in need of this training have been assembled at the Cape May Hospital, and that in a few months at the most the work will have been finished. There have been enrolled in this section 145 men. Of these 104 have been deaf or hard of hearing; 41 have needed speech development; 85 of these patients have completed or discontinued the courses, 71 have defects of hearing and 14 have defects of speech. Twenty per cent. of the 71 deaf patients improved so greatly under medical treatment that lip-reading lessons were discontinued by order of the Chief of the Service. At the present time there are 56 patients under instruction; 34 in the lip-reading department and 22 in the speech-training department."\*

Lip-reading has become more popular. In Denver and elsewhere those who are learning lip-reading go to the moving picture theatres and practise reading all that the actors in the pictures thrown on the screen say. The result is said to be satisfactory.

"No unusual ability is required to become proficient in speech-reading. Fairly good eyesight, close observation, a reasonable amount of practice and determination to succeed are the chief requisites."†

### **Institution Classes**

Public and Separate School Classes taught in Institutions have, as far as possible, been inspected during the year. (See above.)

### **Special Classes**

It is hoped that a survey of the number of children who, on account of suffering from epilepsy, may require instruction in Auxiliary Classes, will be made in the near future.

### **Training Classes**

Besides discovering gifted children the Mental Specialist on the School Medical Inspection Staff, ought, in consultation with his colleagues, to be able to distinguish between the children who are temporarily retarded for some reason that can be ascertained and removed, and the children, who, on the other hand, are permanently retarded on account of Mental Defect.

### **Ottawa**

The Auxiliary Classes at Cambridge Street School and Osgoode Street School, Ottawa have done good work during the year.

The number on the roll at the Cambridge Street School is usually about 29—boys 17 and girls 12. Average attendance about 20. Miss Taylor and her assistant, Miss Agnes Taylor, are doing excellent work.

A visit of inspection was paid to this class on Wednesday April 16th, 1919, and everything was found in excellent order.

Special mention should be made of the work on the blackboard, which includes coloured chalk drawings of flowers and other objects. The children are encouraged to copy these.

\* Miss Enfield Joiner in the Volta Review.

† The Denver Post.

A great deal of good work has been carried on here and the children have all improved. I never saw the class looking so well as at the visit on December 19th, 1919. The music is excellent. The boys and girls have a bright happy look.

The teachers should have facilities for teaching the children to take care of their clothes and keep them in order. This is very much to be desired, and more opportunity should be given for vocational and pre-vocational work.

The work the children have done consists of making baskets, rugs, toys, wooden letters, string bags and a number of other articles.

At the Osgoode School Auxiliary Class there are about 13 boys and 11 girls on the roll.

The children are interested in weaving and they have done some good work on the loom. A doll's house had been made by the pupils and apparently they have all made some progress in their manual work and studies under the charge of the teacher, Miss Patten.

Mr. J. G. W. Hamilton, Chairman of the Ottawa Board of Public School Trustees for 1919, in his annual address at the close of the year, made the following reference to the need for Auxiliary Class work in Ottawa:

"In almost every school, especially in Capital Ward, in middle grade classes children are found one, two, three or more years behind in their studies. In fact, many of them are merely occupying seats and cannot improve without personal instruction be given them. The teachers in many cases are staying after hours endeavouring to help the child on but it is quite evident that these children in the regular classes must continue to be detrimental to the advancement of the normal pupil, a constant care and hindrance to the teacher in her work, and at the same time lead to the development of a subnormal child.

"It cannot be impressed upon this Board too strongly that this condition should be changed without delay, as such a condition is not fair to the normal pupil, is wearing and distressing to the teacher, while the poor child is not advancing at all, and in fact I found in some cases the hope existed that the child would soon leave school. In this particular we are falling short, and in my opinion we have much to be ashamed of. Something should be done for these children at once for surely no child in the community is more in need of consideration."

Mr. Hamilton also makes the following remarks about the two Auxiliary Classes now established in Ottawa:

"The classes warrant all their expense and indeed have not cost the ratepayers as much as some other special classes. I believe they are in capable hands and are doing a grand work."

#### **Toronto**

(See above)

#### **Hamilton**

Two Special Classes have been carried on during the year, one in the Cannon Street School and the other in the Adelaide Hoodless School.

The class at Cannon Street School has an enrolment of 16 pupils, about 10 or 11 of whom are boys. The teacher, Miss Mathews, is devoted to her work and to the children, whom she treats with great kindness and patience. She endeavours to give them varied work suited to their capacity and encourages them in every way. A great deal more should be done for this class. A better room and better equipment would help. The curriculum should be entirely different to that of the ordinary class. Domestic work, industrial work, personal hygiene and similar matters should receive great attention. An After-Care Committee would be a

great help. Above all the class should have special medical and nursing supervision and co-operation. The necessity of this was sadly evident at the last inspection, and was immediately brought to the attention of the authorities.

An Auxiliary Class has been carried on at the Adelaide Hoodless School during 1919. The arrangements were temporary, a small room being utilized as a classroom, on the understanding that after the summer vacation a more suitable room would be provided. This has not been done yet. The number in attendance (and the maximum for the small room), is 8 to 12. Two of the pupils have been transferred to Orillia, and one other who suffers grievously from epilepsy and is feeble-minded is also to be transferred.

Miss Kellaway is an excellent Auxiliary Class teacher. She has done a great deal for these children and marked improvement is seen in all of them since their admission to the class.

The present arrangement as to the room is of course only temporary and the equipment is rudimentary and inadequate, but still good work has been done.

### **Brantford**

In the Central School, Brantford, a Special Class has been carried on for some years, under the charge of Mrs. Mitchell, a teacher of experience who shows great energy and interest in her work. Though this class is not entitled to rank as an Auxiliary Class under the Regulations, still it should be recognized that the pupils are receiving benefit, and that the school as a whole is also benefited by the work of the class. The children are interested in their work. The attendance is good. During the month before the June inspection it was ninety per cent.

### **Kitchener**

The report of the School Nurse, Miss Smith, drew the attention of the Board of Public School Trustees at Kitchener to the needs of some of the pupils, and the following communication was received from the Board:

"Our School Nurse presented a report to this Board, calling attention to the fact that we have in our schools a number of mentally deficient pupils whose presence in the classes is hindering the progress of the other scholars, and who, themselves, are not receiving the training that should, perhaps, be given them.

I have, therefore, been instructed to write asking whether you could arrange to visit our city in order to investigate into the needs of these pupils, and to advise the Board as to the best method of dealing with the situation."

On April 10th, 1919, a visit was made to the schools for this purpose, and a conference was held with members of the Board and the Inspector. It was arranged that Mrs. McFayden, one of the teachers on the staff should take the Auxiliary Class Course, the Board providing for the necessary expense. This proved an excellent arrangement. Mrs. McFayden distinguished herself by her good work and practical interest all through the Course and was successful in obtaining her certificate.

### **Windsor**

The members of the Board of Education at Windsor and the Inspector, Mr. Meade, have paid a good deal of attention to the question of Auxiliary Class work. The Inspector of Auxiliary Classes was invited to confer with the Board and the Inspector on April 14th, 1919, when Inspector Meade and the following members of the Board were present:

Rev. Mr. McNee, Mr. T. C. Rae, Mr. Peddie, and the Secretary Treasurer of the Board, Mr. George Courtney.

Auxiliary Classes were discussed and also the instruction of backward children and mentally defective children, especially of boys and girls who had almost or quite reached the limit of school age and were receiving but little benefit from school, but were not thought to be mentally defective.

One good result of this conference was that the Board appointed Miss Lulu Russell to attend the Auxiliary Class Summer Course and set aside a sum for the necessary expense. Miss Russell was most successful in her work, showing the enthusiasm and resource which are characteristic of the real Auxiliary Class teacher.

Auxiliary Class work always depends for its success on Medical Inspection of Schools and during the year the Medical Inspection Department, under Dr. Chas. J. Hastings, M.O.H., Toronto, has paid special attention to this work. In July, 1919, Dr. Hastings expressed himself as follows in regard to Training Classes for mentally defective children:

"There can be no second opinion, in my judgment, as regards the advisability of safe precautions being taken so far as our abnormal children are concerned. The problem of mental hygiene has been lamentably neglected. Why this is so it is difficult to explain, because to devote the attention that has been devoted in the past to physical hygiene and disregard mental hygiene has been a gross injustice to the rising generation. The only efficient way to establish a system of mental hygiene is to ascertain the magnitude of the problem that we are confronted with, and that was the object that we had in view in having a survey made of our schools here in order to ascertain what percentage of abnormal children we had.

"So far as the Department of Health is concerned, we have had a psychiatrist on the staff ever since we had control of the school work, and we purpose extending that work after we get the report of the survey now being made, and which will demonstrate the magnitude of the problem and the necessity for increased activities."

The time spent in Elementary School work has been divided into three periods: Sensory, associative and adolescent.\* It must be realized by those who are training and helping children who are mentally defective that most of these children do not get far beyond the so-called "sensory" period. Suggestion, imitation, constant encouragement are the right means to employ. Music always appeals. But imagination is often usually lacking and the child cannot stay at one thing very long. The reason of this will be seen at once if we consider the child's real age. Associative work is valuable. It is indispensable, but must be very simple, of a routine character and repeated seventy times seven.

### Half-Talents

Not many mentally defective children really reach the mental adolescent period. The few who do are the so-called "morons" or high grade, and they never pass the adolescent period. Their minds never "grow up." Still, they have "one talent" or perhaps half a talent—some gift, aptitude, "strong point" whether it be handwork, physical vigor, a kind disposition, music, the sense of order and tidiness, or the power of contentedly following a routine. It is the development of these "half-talents" that constitutes a good part of our work in training classes.

### The Intelligence of School Children

An important book recently published on this subject is Professor Terman's "The Intelligence of School Children." Professor Terman uses data collected by himself and his students from some thousands of examinations, and points

\*Breetzke.

out that, using "Mental Age" or the "Intelligence Quotient" it has been found that more individual attention should be given to pupils. Referring to two classes in the fifth grade he says:

"From the point of view of mental hygiene the conditions in the two classes, while different, are almost equally unsatisfactory. Class A has 49 per cent. *above* the standard mental age for the grade; Class B has 76.5 per cent. *below*. The 49 per cent. of Class A find the work too easy; most of the 76 per cent. of Class B have a constant struggle to keep their heads above water. For both conditions, the educational lock-step, with its tendency to promote by the calendar, is responsible. Reform will have to be based upon a consideration of individual differences measured by mental and educational tests."

He also urges the necessity for giving children whose I. Q. is 75 to 85, the kind of education their gifts fit them for, instead of trying to give every child exactly the same education. Elementary, industrial and vocational training is their right and will help them to make a success of their lives in a true sense. This vocational training should be real and thorough and should introduce these pupils to the world of industry under happy and favourable circumstances.

Another valuable contribution made by Professor Terman in his book is the emphasis he rightly places on what the person with a low I. Q. can do. He is not to be despised. He is needed, and should not be forgotten when we count up our assets.

"Those who have made psychological studies of juvenile delinquents, prisoners, and the unemployed, have placed the emphasis upon the large amount of feeble-mindedness found. All will admit that a large proportion of both groups are defective or border-line cases—perhaps 20 or 25 per cent. of prison and reform school inmates and possibly 10 per cent. of those out of employment in an average city under average conditions. It would be a serious mistake, however, if our concern over the necessity of social control for defectives should lead us to overlook the large majority in both groups who, as far as intelligence is concerned, may be considered potential social assets of great value. It would be interesting to know to what extent the failure of such individuals could be prevented by such measures as vocational education, vocational guidance, and courses of study sufficiently differentiated to fit the abilities and to satisfy the interests of all children who are above the dead-line of mental deficiency. It will be noted that 45 per cent. of Johnson's unemployed and not far from 70 per cent. of the delinquents fall within the range 70 to 89 I. Q. This is the range which furnishes the majority of school dullards. When we investigate the school histories of men who test between 70 and 80 we are almost certain to find a record of low marks, failure and serious retardation. Those of the 80 to 90 class have usually failed less seriously, but have rarely shown the ability to get much beyond the eighth grade. The majority of the 70 to 85 class have left school between the 5th and 8th grade with little preparation for life or life's work. It is no wonder that many fail and drift easily into the ranks of the anti-social or join the army of Bolshevik discontents."

### Practical Aspects

The practical aspects of work among mentally defective children who require instruction in Auxiliary Classes are very important and have attracted a good deal of attention from educational and medical authorities during the year. At a Conference held in London by the Central Association for the Care of the Mentally Defective, one of the most important papers was that presented by Dr. G. A. Auden, School Medical Officer of Birmingham on "Provision for the Abnormal Child in Educational Organization." The following summary is given in *The Medical Officer*:

"Dr. Auden rightly maintains that the object we have in view in dealing with mental defectives is the preservation of the community from the anti-social tendencies which result from mental deficiency. Little advantage, however, can accrue to the

community by placing in special day schools children whose deficiency shows itself mainly in anti-social action. Education is likely only to veneer their deficiencies and to render them still more apt in preying upon society. They should be dealt with from the sociological or eugenic standpoint by relegation to colonies, institutions or by continued surveillance. The difficulties attending the certification of particular children to special schools must often cause considerable anxiety to the conscientious school medical officer. The effect upon the future career of the child has to be considered, while the advantages to be gained by the community generally must be carefully weighed. Dr. Auden suggests that in order to secure the best and most appropriate treatment for mentally defective children the school medical officer should undergo a much more detailed training in the diagnosis of mental deficiency by attending lectures and demonstrations at the universities and medical schools and by the formation of psychological clinics. He contrasts the absence of any opportunities for definite preliminary training in this branch of the work with the ample facilities which exist for the acquisition of a knowledge of sanitary science and school hygiene. He also advocates classes for backward and retarded children in every school and not, as is usually the case, only where the initiative or enthusiasm of a head teacher or education officer considers such a course necessary. These 'backward classes' afford ample time for observation as to the cause and degree of retardation and the individual attention which can be given to the physical needs of the children will assist in the differentiation between the true and the spurious cases of mental defect."

### Educational Treatment of Defectives

A valuable publication issued from the Vineland Training School during the year was the Monograph on the Educational Treatment of Defectives by Alice M. Nash and S. D. Porteus. The summary, which concludes the article, given below, would save a great deal of wasted time and useless effort in Auxiliary Class work, if carefully borne in mind by those responsible for directing the work, especially by Inspectors and Principals and Teachers:

#### Summary

"1. In a great many cases the special class fails either because it is not fitting the defective for any occupation or because he does not follow in after-life the occupation for which he has been trained.

2. Children vary just as much as their capacities for manual training as they do in scholastic abilities. In the great majority of instances special classes are not paying attention to this fact. Teaching a defective some scraps of woodwork or basketry is not helping very much to solve the question of his ultimate self-support.

3. There are indirect advantages of special class work with defectives, the main one being that the regular grades may do better when the feeble-minded are eliminated.

4. The purpose of this paper is to put down Vineland's educational experience. Its plan is to take each subject in turn and to attempt to justify its position in the curriculum either of the special school or special class.

5. An important point is the right selection of children for training in the various departments. For scholastic training the Binet tests give the best basis of classification. For industrial abilities the Porteus tests give the best indications.

6. Some labour-saving rules that have been evolved from our experience are:

(1) Children two years or less mentally (average Binet-Porteus age) are excluded from kindergarten because they are found to make no permanent gain.

(2) Children of seven years and less, Binet age, make no use of reading, whether for pleasure or profit. Children with I.Q.'s below 50 should not be given any instruction in ordinary school subjects at all.

(3) As regards number work, defectives mentally less than 9 years per Binet, unless displaying special aptitude, should be given only the most elementary work. Operations involving the use of pen and paper are utterly useless for such defectives. They either do not use or do not understand such operations.

7. Needlework is one of the most practical occupations for defectives because it suits the middle as well as the higher grades, the equipment is cheap, there is ample demand for workers, and, finally, it must eventually contribute, if not to self-support, at least to self-help. The best work is not always done by those grading highest per Binet.

8. Woodwork is one of the most attractive occupations for defectives, but its value is seriously limited by the fact that the trades which it leads to are too highly

skilled for the defective to achieve competency in them, a few with special aptitudes may find scope here, but for the majority, it must remain hobby work.

9. Domestic training has great value because it has range enough for all kinds of defective ability and it presents to the higher grades a means of livelihood. Within an institution it is essential to have well-trained workers.

10. Basketry is one of the poorest means of training, because it is slow and unprofitable, and has no future as regards the child. It is much in favour because children's work may provide an attractive exhibit, and it is, to certain children, a pleasurable occupation. The defective who can and does earn his living hereby is very rare.

11. School gardening on a practical scale is not possible in the city school systems where most of the special classes are. It is fine work for children, but suffers from the fact that farm labour to which it leads is very often drudgery from which the high-grade defective quickly escapes to take up easier and better paid work as a factory hand."

#### **Training Classes Indispensable**

Training Classes are indispensable, not only to the modern school system but to the modern social system.

"Our charitable agencies, the schools, and the courts are working blindly at times for lack of complete knowledge of the person with whom they are dealing. There should be a clinic available for the use of all, where examinations could be made and where information could be obtained."

"Any state plan for the care of the feeble-minded must relate itself definitely to the public school system and to the work of the department of special classes and the departments of vocational guidance. Under our compulsory education law, every child should come to the attention of the school authorities and if there were a proper mental examination of the pupils, the school record would eventually constitute a complete registration of the feeble-minded. Of course there is no such examination made save in special instances. We are only slowly being committed to general physical examinations, but we know what good results have been achieved where it has been tried—the hidden defect disclosed—the obvious defect remedied. Mental examinations are in the same case. I can cite no better authority than the War Department, which has established mental clinics in certain of the cantonment cities, and they are being extended. Mental examination discloses defects and aptitudes—limitations and capabilities—and the men can be assigned in accordance with their special talents. It is a prophetic development in a hitherto unexplored hinterland. If our school system is to be adapted to the child and not the child to the system, we shall have to know what the child needs or is capable of, mentally as well as physically. How can this knowledge be obtained save by psychological inquiry? All of our school children will one day be examined both as to body and mind."\*

#### **A Place in Industry**

If the Auxiliary Class can succeed in gaining an opportunity for the pupil to fit into a useful place in industry and helping him to maintain that place, this is a great gain. Some mentally defective pupils can be made industrially efficient and happy in their work. During the war especially, some of them have done well. From schools or "centres" where the senior boys or senior girls of Training Classes are receiving industrial training they can often pass to a place in the industrial world.

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\*William Hodson in the Journal of the American Institute of Criminal Law and Criminology.

The teacher of the special classes must work with the employer as well as with the pupil, and teach him to guide the boy or girl and to be patient with him or her. To do this great task there must be some sort of supervision of defectives and vocational guidance, as suggested, either by the teachers or other experts. There must be much follow-up work by the supervisor, so that a body of suggestive and valuable information may be collected, and so that the influence of the supervisor upon the worker and the employer shall be helpful. We have so much to learn in this field that it is mere speculation to discuss it now. The one fact that is clear is that supervisory work must be done, and be done by the best educated, the keenest and wisest person obtainable. How to obtain the co-operation of employers for the apprenticeship period must be answered by the efforts of the school authorities and the supervisor. They must obtain it. There must be a propaganda or campaign of education by the former, and persuasion, personal work and follow-up work by the latter. Widespread knowledge of the problem and intelligent and wise oversight and friendliness will secure it.”\*

### Vestibule Schools

“Vestibule schools” or training departments in which the learners receive pay are now carried on by many manufacturing plants and commercial companies making telephones, machinery, automobiles, aeroplanes, silk, guns, tools, cash registers. An impetus was given to these schools during the war, and probably the Public School, especially the Auxiliary Classes, should co-operate with them. The period of instruction is from two days to three weeks, and the wage paid at school ranges from 21 cents to 45 cents per hour.

A report on this plan issued by the U.S. Department during the war states as follows:

“From a comparison of the labour turnover reports of plants having vestibule schools and those lacking them the Training Service concludes that in reduction of turnover alone the vestibule school more than repays its entire cost. It notes further that in most vestibule schools the value of the product comes near paying running expenses.”

### A Problem of the C. A. S.

The problem of the care of mentally defective children is always severely felt by those engaged in Children’s Aid work. In the Report for 1919 of the Superintendent of Neglected and Dependent Children of the Province of Saskatchewan, there are repeated references to this, of which the following is one, quoted from the Report of J. Ethel MacLachlan, Judge of the Juvenile Court of Regina.

### Probation Not Effective for the Feeble-Minded.

“Probation is not effective for feeble-minded children. They need institutional care and should be segregated, and I might say that no institution is more needed in our western provinces to-day than is a feeble-minded institution. More girls go wrong from feeble-mindedness than through anything else. In large juvenile courts there is always a mental specialist who examines each child mentally. Our own court is still too young for such specialists, so that it is quite possible children are blamed for wrong doing who should not be, owing to their mental deficiency. Then back of the question of feeble-mindedness, we must go to the marriage question, for if feeble-minded people are prevented from being married we must expect the world to be populated with their most undesirable offspring.”

\*Superintendent Corson in “Education,” Boston: January, 1919.

### Progress of Special Classes

Dr. Arthur C. Jelly, Medical Inspector of Special Classes, Boston, Mass., where the first Special Class was formed in 1898 and where Dr. Jelly began his work in 1902, has published in "Ungraded" a very interesting Summary of his work under the title "Purposes and Aims of Special Classes." There are now 75 Special Classes in Boston. Dr. Jelly speaks also of After-Care work and Industrial work, and concludes thus:

"First get children into Special Class when young enough to change easily habits of work and conduct; second, thorough study of their capabilities so as to secure development of capacity to maximum possibility especially along practical lines; third, "follow-up work," first, to get admitted to State School those likely to become a burden and expense to the city because their degree of mental defect prevents the probability of steady work, and, second, to secure desirable employment and safe environmental conditions for those who may properly continue to live in the general community.

### Army Mental Tests

The mental testing done in the United States Army by direction of the Surgeon-General and under the Division of Neuro-Psychiatry will no doubt have an effect on mental testing in schools. The giving of tests to large numbers at one time was demonstrated on a large scale and though great caution must be exercised in such a matter as mental testing of school children, still this work is becoming widely known and will aid in educating the general public as to the necessity of mental examination in certain circumstances. An account of the Mental Testing in the United States Army and the results thus obtained is given in the Report of Mr. Justice Hodginš, already referred to.

It may also be mentioned that some observers note an "unevenness" in the results of mental testing in the army. In other words it appears that mental defect is more prevalent in some districts than in others.

It is now proposed to make further use in the schools of the United States of the psychological tests used in the U.S. Army. The Pittsburgh Board of Education has announced their intention of doing this.

### School Attendance

The new legislation as to school attendance and the appointment of the Provincial School Attendance Officer, Major Cowles, will undoubtedly have a great influence on Auxiliary Class work. When a school census has been completed it will probably be found that among the children not attending school there are a good many who need instruction in some type of Auxiliary Class.

This is one of the matters receiving attention in other provinces. Hon. Dr. Thornton, Minister of Education for Manitoba, in a speech before the Manitoba Legislature said:

"In the school districts having three or more class rooms a local attendance officer is employed and the average attendance in these districts ranges from 82 to 86 per cent.

"In the City of Winnipeg the reports show that out of 22,245 children between the ages of seven and fourteen, there were only 261 not enrolled in some school. These 261 cases were individually investigated and satisfactory reasons for non-attendance at school given in all but fifty-two and these children were duly registered. During the year, 7,314 cases of irregular attendance were dealt with and in the majority of these cases a visit and explanation on the part of the attendance officer brought satisfactory results. By firmness and persuasion most of these cases were corrected

and only in fifteen was it necessary to resort to the courts, conviction being obtained in all cases.

"Judge McKeracher, of the Juvenile Court, reports that the number of truancy cases brought before that court was five as compared with one hundred and seventy-three (173) during the preceding year. He says further, that 'truancy is usually the first step to delinquency and the checking of truancy has no doubt contributed in no small degree to reducing the number of delinquency cases from 350 during the year 1916 to 325 during the year 1917.'

The school attendance problem in Ontario is not a small one, and it is possible that when the Attendance Officers appointed under the Act have been at work long enough to present statistics, Ontario may receive a shock. Our neighbours in the United States have received such a shock. The following are some of the figures published by the Children's Bureau. This was the reason of the "Stay in School Campaign" and the "Back to School Drive," which, with the co-operation of the teachers, have had a good effect in the United States.

"In the central north-western states, 3 out of every 4 children between the ages of 6 and 18 go to school. This is the highest attendance record in the United States. The South Atlantic states have the lowest. There, one child in three is not in school.

"The proportion of children out of school is smallest among the 11-year-olds, 91.2 per cent. of whom go to school at least part of the year. From 12 on, attendance drops steadily until at the age of 18 little more than one-fifth of the boys and girls are at their studies.

"Experience has shown that boys and girls who are restless and dissatisfied with school and even those who feel that they can ill-afford further training are often ready to make sacrifices to remain in school, once they realize the value of an education. The Stay-in-School campaign, accordingly, is designed to show both children and parents that school may mean the difference between a position with a future at steadily increasing wages, and a life of unskilled labour and low pay. It is intended to emphasize the fact that every year of training after a boy or girl has reached the legal working age has a value in dollars and cents and in health and capacity for enjoyment as well.

"Figures recently made public show that in one large city boys who stayed in school until they were 18, at 25 made almost two and one-half times as much as was earned at 25 by the boys who left school at 14.

"Communities that make an effort and succeed in keeping their children in school will likewise find education profitable because it will mean for them more efficient workers and better citizens."

#### Co-Operation

The importance of co-operation between School Attendance Officers and School Medical Officers and Nurses is very great. These two services are intimately related and as Sir George Newman says:

"It should be the business of the School Medical Officer to take steps by his health visiting staff to insure that he has knowledge of and supervision over *all* children of school age not in attendance at school whether for longer or shorter periods."

The principal ways in which the School Attendance Officers assist the School Medical Service, and vice versa, are as follows:\*

1. By recording all cases of non-notifiable infectious diseases which he meets with in the fulfilment of his duty in ascertaining the cause of absence from school.
2. By notifying all cases of blind, deaf, mentally or physically defective, or epileptic children, or children suffering from chorea, tuberculosis, paralysis, mal-nutrition or neglect, etc.
3. By notifying all cases of children absent from school on medical grounds.
4. By notifying cases of children who are alleged to be permanently unsuited to attend school.

\* Sir George Newman.

5. By ascertaining, on visiting the home, whether attention is being given to any necessary treatment of the child.

On the other hand the School Medical Officer may render valuable assistance to the School Attendance Department:

1. By supplying particulars relating to newly-admitted children, and

2. By supplying lists of all children excluded on medical grounds.

It will be seen that nearly all of these may bear a relation to Auxiliary Class work.

The activities of the U.S. Children's Bureau at Washington in Children's Year, during which 16,811 cities, towns and villages, and many other places which were on the R. F. D., established tests in weighing and measuring their children and making other records of their health and physical condition, and also the great object lessons of the war, have contributed to the interest in physical education in the United States.

The workers in the Department of School Hygiene in the Bureau of Education have not been slow to avail themselves of the interest and co-operation thus secured, and indeed, they were among the first to lead in this work in the United States.

#### **The Medical Inspection Survey**

Special arrangements were made in 1919 by the Minister of Education for Medical Inspection of Schools in different districts of Ontario. The Women's Institutes gave their co-operation and the Medical Inspection work already done with the help of the Women's Institutes and their Lecturers was a great advantage in carrying on the work above outlined. The report of this work has not yet been published, but there is no doubt that it will give a great impetus to the movement to establish Auxiliary Classes.

At the Annual Meeting of the Ontario Medical Association in 1919, the President, Dr. G. Stewart Cameron, of Peterborough, said in reference to recruiting for the Canadian Expeditionary force:—

"Out of 361,695 men examined, 181,255 were found to be lower than Category A, or in other words, a little over 50 per cent. of the men examined were defective in some way, and let me say that in many cases this result was apparent in sections where the large bulk of the population were native born, so that the cause could not have been the result of indifferent immigration."

General Crowder, of the American Army, says that information gained from the medical statistics of the draft will be the means of saving a hundred times as many lives as were lost in the war. "The records show that foreign born registrants were of lower standing physically than the native born. The percentage of mentally deficient was extremely high in the Southern States—probably because of the negro population—while mental diseases and nervous disorders were more prevalent in the North. The percentage of men suffering from easily remediable defects was 2.76, and the percentage of those physically unfit for any kind of service was 16.25."

#### **Rural Schools**

More attention should be given to the physical education of boys and girls in our rural schools. One of the new books on "Health Education in Rural Schools"\*\* says:

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\* By J. M. Andress, Boston: Houghton, Mifflin & Co.

"It is commonly thought that country children do not need any kind of physical training, as the work on the farm provides all the exercise that is necessary. This is a fallacy, for the work on the farm has changed materially within a generation. The clearing of the forests and the coming in of machinery have revolutionized the modes of muscular activity. The healthful exercise of swinging the axe to fell the trees of the forest, or to clear away the underbrush, is a thing of the past. The vigorous exercise of ploughing among stumps and stones or swinging a scythe in the hay-fields is no longer a characteristic of farm life. The ploughs, cultivators, rakes, mowing machines, binders, headers, and other implements convey the farmer over his land and diminish the amount of his physical exercise. The work that the boy does with his hands is frequently pulling weeds, hoeing, or the like. Such work tends to cramp the chest and bring the shoulders forward. If he drives a team he sits on a seat that has no back and assumes a cramped position. Children on the farm may develop considerable muscular strength, but this is becoming less important each year. There is little exercise which develops vital strength, vigor of heart, lungs, and digestion.

"Play does a great deal for children. There is really no substitute for it. Not only for health, sunshine, fresh air and activity, but for learning how to "get on" with others, to co-operate, to be self-controlled—to keep their own rules, to be 'good losers,' to be honourable and heroic in every-day life. The friends we make on the school playground are apt to be good friends. The rural teacher should pay great attention to games and play, and in many communities now the school authorities will not approve plans for new school grounds unless they are two or three acres in extent. Play is nature's favourite method of making a child grow and maintaining strength and health."

#### Auxiliary Classes and Medical Inspection

The Annual Report of Sir George Newman, Chief Medical Officer of the Board of Education, for England and Wales, who now occupies in addition the same official position under the Minister of Health, is always read with attention and eagerness by those interested in the work of Auxiliary and Special Classes and Medical Inspection of Schools. The Report issued in 1919 is perhaps the most valuable of the whole series so far.

The money spent in the School Medical service is increasing. The total sum spent by local authorities during the year ending March, 1918, being £1,207,325, which is a large advance on the expenditure of the previous year. Much more, however, will have to be spent if the nation is to derive full benefit from the work and if money already spent is not to be wasted. Five hundred thousand pounds of the above sum went towards the maintenance of special schools for blind, deaf, feeble-minded, epileptic, disabled, delicate and tuberculous children.

#### Objects of Auxiliary Class Work

Sir George Newman thus presents the objects of Auxiliary Class work, making special reference to Open-Air Schools and Training Schools for Mentally Defective Children:—

"The object of the special school is twofold, education and treatment. In some schools education and training is predominant; in others, the primary purpose is healing; in all, we are dealing with the abnormal and exceptional child, and our means must be modified accordingly. From some points of view the work is difficult and expensive; from others, it is fruitful and economic, for it may yield astonishing results and prove highly profitable as indicating new methods of education and treatment of wide and varying application. The training of the feeble-minded child is slow and cannot, at its best, produce a normal citizen. The open-air school, however, whether day or residential, is one of the most powerful instruments in our hands for yielding quick returns of enduring value. Its methods are applicable alike to the

abnormal and the normal child. The slow growth in England of the open-air school method seems scarcely creditable to our national good sense. *Life in the open air, regular and suitable food, abundant physical exercise, practical and manual occupation, sufficient rest, a cleanly and hygienic way of life*—these simple things together spell the ideal mode of education in childhood.

"There are ten or twenty years of proof lying behind us, now abundantly confirmed by the experience of training recruits, and yet only a score out of 318 local education authorities have practised the method, and that only to a very small and trifling extent; thus, the life and education of an open-air school is only available for a few hundred children out of the hundreds of thousands who stand in need of it."

Speaking of the School Medical Service Sir George Newman says:—

"The Education Act of 1918 enlarged its scope and directed it still further on the way towards its goal, the provision for all classes of the community of a healthy physical foundation for full and effective citizenship. The passing of the Ministry of Health Act this year has established the integral relationship of the School Medical Service which has for its object the improvement of the health of the people as a whole."

The following summary is made by Sir George Newman of the real benefits to the children of the nation from the Ministry of Health Act, 1919, as related to the Education Act of 1918, and other Acts:—

"The advantages to the health of the child which may be expected to accrue from the new Acts, and the arrangements made under them, are beyond measurement. Much of course depends upon a wise and sympathetic administration in each educational area, but two broad principles are now secured. First, close and vital relation is maintained between the physical nurture of the child and its mental education. From the commencement of the School Medical Service this great principle has been followed and of its enduring and indeed increasing importance there can be little doubt. For the physical and mental sides of human nature are inseparable, the health and education of the one aids the other, and much of the true success of both depends upon education. Secondly, the School Medical Service becomes, in practice, what it has always been in theory, an integral and organic part of the great issue of the national health. It both gives and receives; it provides for the national health its true foundation in the health of the child, the physique of the individual; it receives from the national health the inspiration of the whole and the essential factor of a sanitary environment."

### Health Education

One of the most important developments during the year has been the Health Education Movement. New Regulations for the training of teachers in Hygiene, and for lectures to teachers on Hygiene were issued by the Board of Education for England and Wales in 1919. According to these it is now required that in the Training Colleges for Teachers it should be borne in mind that "the ultimate purpose of this course is that the teacher should first practise a hygienic way of life and, secondly, be able to give simple practical lessons in Hygiene to his scholars. The aim should be to develop in the student a right attitude of mind and life to questions affecting the physical and social welfare of the child rather than to provide a body of knowledge."

The lecturer should seek to keep abreast of all modern developments in school hygiene.

It is important that the course in Hygiene should be in close relationship with the instruction in the other parts of the Training College curriculum and in particular with the courses in Physical Training, in the Principles and Practice of Teaching and in Elementary Science. It may well be that the whole of the syllabus will not be taken by any one lecturer, the practice varying according to

the circumstance of each College, and in any case the appropriate subdivision of the subject will be determined by the authorities of each College. It is desirable wherever practicable, to secure the aid of a medical man or woman specially conversant with the problems of child hygiene, and preferably one attached to the School Medical Service, for the purpose both of lecturing (on the whole or part of the syllabus) and of giving practical instruction.

The Board are satisfied that detailed teaching of sex hygiene is inappropriate in the Public Elementary School; still less appropriate is any direct reference to the cause and prevention of venereal disease. On the other hand, much may be done in the Training College to give to the students wise advice and direction on both subjects."

The same movement as to Health Education and Physical Training is going on in the United States.

In the Annual Report of Mr. P. P. Claxton, Commissioner of Education for the United States, occurs the following:—

"The results of the first year under the new law for physical education in New Jersey are summarized by the State Commissioner as follows:

"Physical training, systematically taught this year for the first time, will be more effective next year. It has already enlivened the schools, created new enthusiasms and contributed to the welfare of children and teachers . . . The public needs to realize that money expended for health education, both rural and urban, is money better spent than for almost anything else. . . . We need not only better medical inspection, but also more school nurses, in country as well as in city. It cannot be said with emphasis too great that physical training is preparedness. Its purpose is no other than to increase our man and woman power."

The Bureau of Education at Washington has this year published a Report on Recent Legislation for Physical Training. It appears that from 1915-1918 eight States have enacted laws for providing for state-wide Physical Education. The principles which should govern such education are summarized under twelve different heads.

"Provision for the continuous physical education of all children and youth of school age in the State.

A minimum time requirement for physical education of one hour each day. It should be explicit that this is the minimum and that school authorities are encouraged to increase the time devoted to play, recreation, and athletics outside the regular school hours.

Provision for adequate physical education in the preparation of all teachers both for the secondary and the elementary school. The essential requirements of this part of the teacher's education should be prescribed by the State authorities.

Special provision for training regular class teachers already in the service in order that they may do their essential part in the programme of physical education. (N.Y., N.J.)

Provision requiring that pupils be graded in physical education as in other school subjects and exercises and that satisfactory progress in physical education be a condition to promotion and graduation.

Effective provision for co-ordinating medical and sanitary supervision of schools with the physical education. Otherwise such essential factors in a complete programme of physical education as detection and correction of defects and sanitary conditions of grounds, buildings and equipment will be neglected. Most States having Medical Inspection laws will need to revise and extend them.

In States having no such laws the enactment of medical inspection and physical education laws should be worked out so as to insure effective co-ordination."\*

The Bureau of Education in Washington has, through its Division of School Hygiene, conducted a campaign for Health Education and Physical Training throughout the United States this year. "Habits of Health" is one of the chief aims of the campaign, which has been carried on by the issue of many attractive letters, pamphlets, posters and other material.

#### National Conference on Character Education

The National Conference on Character Education in relation to Canadian Citizenship, which met at Winnipeg, October 20, 21, 22, 1919, was first thought of by a group of Canadians in Winnipeg, among whom was W. J. Bulman. The idea was presented by them to the public in the press and otherwise. It received the support of the Rotary Club and other organizations, and later on, Professor W. F. Osborne travelled throughout a great part of the Dominion explaining the objects of the proposed Conference and securing the active co-operation of those who personally, professionally or officially were interested in Education. The following quotation from a memorandum which was issued in 1917 by the Winnipeg Committee, sets forth the reasons why the Conference was called and its main objects. It will be easily understood that work such as this has a direct relationship to Auxiliary Class work.

"The conviction that moral education should go hand in hand with secular instruction to the end that education should in reality be the foundation of character is practically universal. The consideration of how this may be accomplished is, however, approached from so many angles and so confused by personal bias and prejudice that no energetic and general effort has been made to give effect to this belief. In our own country, with its varying population, with diverse traditions and aspirations, any universal action is beset with peculiar difficulties. The solution of the problem has been approached here and there at various times by men who felt the need but whose energies were absorbed by other interests, and except so far as the general sentiment of the community and the general standard of morality has affected the personnel of the teachers of Canada, but little progress has been made. The profound importance of the issues involved in their effect on social and national life calls for the enlistment of men of the best intellect and the highest spiritual and moral life in the Empire under conditions that will set their whole energy free from other claims and make their abilities available for the consideration of this question."

One of the Resolutions passed by the National Conference on Character, Education and Citizenship, was as follows:—

"Believing that the moral education of the youth of our country must depend on the development of sound physical bodies, the Conference desires to express its conviction that every possible means should be taken for safeguarding and promoting the health of the children in all parts of the country. To this end we believe that a complete system of medical and dental inspection under competent doctors and nurses, should be organized in every province, for both rural and urban schools; also that provision should be made for the adequate and specific training of all teachers in the principles of hygiene, particularly applied to the conditions of school life."

Another important subject, brought before the Conference by Dr. J. T. M. Anderson, Director of Education among New Canadians in Saskatchewan, was the English Education of our New Canadians and their children so that they may be good Canadians.

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\*Bulletin. Recent State Legislation for Physical Education, by Dr. T. A. Storey and Dr. Willard S. Small.

**Minimum Standards**

In May, 1919, a Conference of experts from the Allied countries was held at Washington by the invitation of the Secretary of Labour, U. S. A., and under the direction of the Children's Bureau. Seven of the Allies were represented, and the subject of the Conference was Minimum Standards of Child Welfare. These were worked out with great care. One whole section of the Report on these Standards was given to "Children in Need of Special Care," and the following standards were laid down by the Conference:—

"Care of Physically Defective Children.—Special care and educational opportunities for deaf, blind and crippled children should be provided in the public educational system, local or State.

"Mental Hygiene and Care of Mentally Defective Children.—The value of the first seven years of childhood from the point of view of health, education and morals and formative habits cannot be over-estimated. Throughout childhood attention should be given to the mental hygiene of the child—the care of the instincts, emotions, and general personality, and of environmental conditions. Special attention should be given to the need for training teachers and social workers in mental hygiene principles.

"Each State should assume the responsibility for thorough study of the school and general population for the purpose of securing data concerning the extent of feeble-mindedness and subnormality.

"Adequate provision should be made for such mentally defective children who require institutional care. Special schools or classes with qualified teachers and adequate equipment should be provided by educational authorities for such defective children as may be properly cared for outside of institutions. The State should provide for the supervision and after-care of feeble-minded persons at large in the community, especially those paroled from institutions. Custodial care in institutions for feeble-minded children should not be resorted to until after due consideration of the possibility of adjustment within the community."

**The Y. W. C. A. Conference**

A Conference of women physicians from many of the countries of the Allies was held in New York City in September, 1919, under the auspices of the Y. W. C. A. A number of the papers and several of the sessions were devoted to subjects closely connected with Auxiliary Class work. Two of these which may be mentioned were Dr. McCall's paper on "Open-Air Schools," and Dr. H. L. K. Shaw's on "The Normal Development of the Child." Dr. Shaw said:—

"There is now no ultimate need of the State greater, more imperative or more urgent than that of securing the health and physical efficiency of the rising generation. A new branch of pediatrics has been evolved in the last twenty years, one which is concerned with the child in health and with the prevention of disease."

**Nova Scotia**

Mr. J. P. Quinn, Chairman of the Halifax School Board, in his Annual Report published in 1919, makes a special reference to the organization of Medical Inspection of Schools in Halifax. This work is under the direction of the Medical Committee of the School Board and has in charge "the work of the Medical Inspector, Dr. Edward Blackaddar, two school nurses, dental clinic and two special classes for subnormal children."\*

"The Daughters of the Empire" Home at Halifax, was started by the I.O.D.E., acting upon the advice and with the help of the Halifax Relief Commission and the Department of Neglected and Delinquent Children.

\*Annual Report Supt. Education, Nova Scotia.

The funds were sent by the I.O.D.E. of Canada to the Halifax Municipal Chapter for the purpose of establishing a Home for Unclaimed Children. The Annual Report states as follows:—

“When time proved that there was no necessity for just this type of home, and proved that of all the children left in varying degrees of physical and mental abnormality, after the disaster, the sub-normal or feeble-minded were most in need of care, the National I. O. D. E. consented to have their fund used for the maintenance of a small home for sub-normal children as long as the funds should last.

“It is the intention of the Daughters of the Empire to carry on this experiment in training sub-normal children, to learn all they may concerning our conditions in this Province, and it is their hope that ultimately their institution may form the nucleus of a large, well-equipped Provincial Institution.

“The Home opened to admit feeble-minded girls from eight to seventeen years of age, on July 24th, 1918. Three girls were admitted on that day.”

The mental age of these children varies from 5 to 7 years.

Under the charge of Dr. Eliza Brison this Home cares for about ten children.

“Education in its broadest sense as applied to these children is to develop them mentally, morally and physically. At the most, feeble-minded children can acquire very little education, but if they are well and properly trained, they will learn habits of usefulness and cleanliness that they will never forget.”

The work is under the supervision of Mr. E. H. Blois, Superintendent of Neglected and Delinquent Children, Nova Scotia.

### Quebec

In Quebec the education of children who need Auxiliary Classes is being considered. The Montreal Local Council of Women at a public meeting in May, 1919, received from the Convener of their Committee, Professor Carrie M. Derick, the results of a Survey *re* Mental Defect made in the Hervey Institute and elsewhere by Miss Isa N. Cole, a graduate of the Boston School of Social Work.

“Immediately after this meeting, the Local Council again petitioned the Provincial Government to establish training schools and farm colonies for the permanent care of the feeble-minded and asked the Protestant Board of School Commissioners to open a special school or classes for backward and subnormal children in September, 1919. At the request of the Chairman of the Board, the Council submitted a plan for establishing such classes. It is now under consideration.

The ends which the Local Council has striven to attain may be thus summed up:

1. A good ‘School Attendance Act’ which will insure that every child is brought into contact with the educational authorities.
2. Mental tests of every child when it enters school, of every retarded school child, and of all criminals, delinquents and dependents.
3. The registration in a Government Department of all who are pronounced to be feeble-minded.
4. The study of the family characteristics, of the home environment, and all developmental factors by trained social workers, who would be able to give expert advice and supervision.
5. Psychiatric clinics in connection with all hospitals.
6. Auxiliary or Special Classes for backward children.
7. Special training schools for the feeble-minded.
8. Farm colonies for the feeble-minded distinct from those intended for delinquents.
9. Legislation providing for the permanent care of the feeble-minded with the segregation of the sexes.
10. Improved hygienic and economic conditions, including vocational training for boys and girls so that the normal may find fulfilment and the defective learn to be useful under supervision.”

The Protestant Board of School Commissioners of the City of Montreal was approached during the year by the Canadian National Committee for Mental Hygiene, and has granted the request to examine the children in all the schools under its jurisdiction.

### Saskatchewan

In Regina, the Board of Education has established a special class which is doing good work.

At the Annual Convention of the Women's Section of the Grain Growers of Saskatchewan held in Regina early in 1919, the following resolution was passed:—

“Whereas, health, intelligence, morality and security are chief assets of any people; and

“Whereas, the conservation and development of the man-power of Canada is at least an equal duty with that of arriving immigration from abroad; and

“Whereas, it is declared by sociologists that the mentally defective element in the nation is a chief source of deficiency in all these qualities; and

“Whereas, it is reported that a large proportion of mental defectiveness is hereditary; and

“Whereas, parenthood is one of the highest and most sacred privileges of the race; be it

“Resolved that this W.G.G.A. is of the opinion that it is one of the first duties of both the Dominion and Provincial Governments:

“To provide for the care of all mentally defective persons in industrial colonies in order to protect them against unprincipled persons and to protect society against them;

“To enact that a marriage license shall only be issued upon a certificate from a competent authority that both the contracting parties are physically and mentally worthy of the privilege of parenthood;

“And that as a preliminary step to this end arrangements should be made at once for a survey of the mental and physical health status of the people.”

### Alberta

“The Department of Education encourages the School Boards to make provision for Special Classes to be placed in the hands of specially qualified teachers, and the Province pays one-half the salary of all such teachers engaged.

So far the plan has been taken advantage of only in the Cities of Calgary and Edmonton, and in Calgary particularly, very effective work has been done.”

The Annual Report of Mr. A. N. McDonald, Superintendent of Dependent and Neglected Children for Alberta, records the opening of an Institution for Feeble-minded Children as follows:—

#### INSTITUTION FOR THE FEEBLE-MINDED.

“For some years this Department has urged the necessity of a proper method of caring for the feeble-minded children in the Province, and has never missed an opportunity of agitating for the establishment of a suitable institution. We are fortunate in being able to record that the Education Department of the Government has, at last, in operation such an institution. The present building has been rented as temporary quarters, and there is little doubt that a more commodious institution (suitably equipped for the education of those who, although they may grow up physically, will, unfortunately, never be anything but children in mentality) will soon be provided. Thus trained and protected, these unfortunates need not be any heavy burden upon the community.

“It becomes increasingly apparent that the mental defective problem will not be permanently solved until we have some adequate means of caring for the mental defectives of child-bearing age.”

### British Columbia

In Victoria and Vancouver the Special Class work (Elementary Industrial Classes) is rapidly developing. Miss Lindley, who is the Psychologist, says in the Training School Bulletin:—

"At the end of June, 1919, there are in our Department, 14 workers with a strong possibility of five more being added in the fall. Our staff will then consist of 14 special class teachers, two manual training teachers, a supervisor of special classes, an assistant in the clinics, a field worker (who will do our family history work and also follow up our special class graduates as they leave us) and myself."

"In our course of study for the special classes most stress is laid upon manual work, and our recent exhibit of the children's work was a pleasant surprise to us all."

"It has been our endeavour to serve the whole public school system as much as possible."

"The school connected with the Juvenile Court Detention Home is now one of our special classes and that gives us all the work of the Children's Court."

"British Columbia has as yet no Training School for the Feeble-minded, but Parliament last session voted the land and money and we expect the ground to be broken very soon. This will relieve us of many low-grade children and increase our capacity for the higher grades."

### England

The work under the Mental Deficiency Act, 1913, is now beginning to advance more rapidly. Miss Marion Bridie,\* of the Special Schools in Birmingham draws attention to this:—

"Funds up to half of all expenditure for defectives will be granted by the Treasury. This means that practically all cases which require supervision or institutional care will be dealt with, and new homes will be erected as soon as possible."

"We are now therefore classifying pupils in many of our day schools into 'colonist' and 'citizen.' It is, as you know, a vital classification and we feel that in this way, the high-grade, immoral, low-grade, and dangerous cases may be taught on such lines as will be the most advantageous for their future. An important feature of this scheme is that it focuses the attention of the teacher on the *life-whole* of the child rather than, as frequently happens, on the school period only."

Are any of the alumnae or alumni proposing to come to England for a year's teaching? Our Board of Education is willing to sanction such suitable interchanges."

### New Zealand

In New Zealand, as shown by the Forty-second Annual Report of the Minister of Education, there is a Special Schools Branch, which includes Children's Welfare.

"The functions of the branch include provision (1) for all destitute, uncontrollable, or delinquent children and juvenile offenders committed by the Courts or admitted by private arrangement under the provisions of the Industrial Schools Act to receiving-homes, probation homes, training farms, and industrial schools; (2) for the maintenance and supervision of all children who have lost both parents or the surviving parent as a result of the recent influenza epidemic; (3) for investigation regarding the conduct, characteristics, and home conditions generally of delinquent and uncontrollable children and juvenile offenders who are brought before the courts in each of the four centres of population, and for supervision of children admitted to probation; (4) for the supervision of all infants under the age of six years who are maintained for payment apart from their parents or guardians, or adopted with premium; and (5) for the education and care of deaf, blind, or feeble-minded children over the age of six years."

"The following figures show the number of children under the control of the branch at the 31st December, 1918:

Industrial schools .....	3,140
Juvenile probation .....	249
Infant-life protection .....	860
Special schools—	
Deaf .....	104
Feeble-minded .....	144
Total .....	4,497

\*In the Training School Bulletin.

Under the heading of "Education and Care of the Feeble-minded" the following description of the course of instruction is given:—

"The inmates of schools for feeble-minded children are given a very simple course of instruction suited to their limited intelligence. Instruction is largely of a manual character, since these children are able to advance very slightly in the arts of reading, writing, and counting. The object of the instruction is to quicken the intelligence and dexterity of the children, so that later on they may be able to take part in some simple occupation and help to some extent in supporting themselves, and also find some interest in occupations suitable to their limited capacities. Only in very exceptional cases, if in any, can it be expected that any feeble-minded children can be brought up to a standard approximating to that of even the less efficient members of the ordinary community. It has been found that those who most closely approach the ordinary standard of intelligence and capacity run greater risks and are subject to greater dangers even than those with a very low grade of intelligence. It should be definitely known that all statements relating to alleged curing of feeble-minded children, or to their replacement in ordinary schools under ordinary instruction, or to their becoming able to take their place in the ordinary community, are really the result of a misunderstanding of the types of cases to which progress such as the above refers. Improvement referred to in such statements has been accomplished not in the case of feeble-minded children, but in the case of merely backward children who make unduly slow progress under the ordinary methods of school instruction. There are many children of this type in New Zealand, but they are not placed in schools for the feeble-minded.

"The available provision for feeble-minded children of an improvable type is not by any means sufficient to enable the Department to accommodate all the children offering. Steps are now being taken, however, to prepare the property known as the Boys' Training-farm, Nelson, for the reception of feeble-minded boys under fourteen years of age, while the Special School of Otekaike will be retained as an institution for elder boys who are capable of earning at least part of their living either on the farm or garden or in the workshop. The segregation of the younger boys from the older cases is an important step in the matter of classification, and should facilitate the matter of training so far as the younger boys are concerned."

The total number dealt with during the year ending December 31st, 1918, is, girls 53 and boys 91.

#### Union of South Africa

The Under Secretary for Education, George M. Hofmeyer, in his Annual Report published in 1919, Part I, Child Welfare, sums up the situation about the feeble-minded in a few brief and pointed statements. A better or briefer summary would be hard to find.

"The subject of the feeble-minded is one of the most important in the sphere of preventive medicine and of the utmost importance to the future of all races, States and communities.

"The presence of defectives has wrecked and is wrecking practically all our efforts in social reform be they directed to problems of public duty, of public health, of public morals, of public safety, or to problems of industry.

"Mental defectiveness, or feeble-mindedness is absolutely incurable and is hereditary.

"Sometimes one generation is skipped, but the next is sure to be affected. The normal children of feeble-minded parents are potential parents of feeble-minded children.

"Feeble-mindedness is also caused by pre-natal injury or injury at birth or illness in early life, or by an injury to the head. In such a case the defect is not transmittable.

"Industrial schools are often not the success they should be because where feeble-minded and normal children live side by side the normal child has not a proper chance.

"Settlement schemes will not be a success if the mental defectives are not sorted out from among the settlers.

"In matters of public health the mental defective cannot understand or carry out ordinary regulations.

"Infant mortality is very high among the mentally defective.

"An important group comprises the moral imbeciles in whom there is little intellectual defect, except as far as judgment is concerned. These persons cannot learn from experience and on them punishment has no deterrent effect.

"They are just as irresponsible and just as much to be pitied as the feeble-minded.\*

"If we understand this, our ideas regarding the nature and purpose of punishment will be revolutionized.

"A large proportion of the victims of the white slave traffic are mentally defective."

### Appendices

In accordance with frequent requests for copies of the Auxiliary Classes Act and the Auxiliary Class Regulations both of these are printed here for reference.

#### Regulations for Auxiliary Classes

1. The Ontario Auxiliary Classes Act was passed in April, 1914.

Under the above-mentioned Act the following classes may be recognized:

1. *Advancement Classes* for children who are far above the average both physically and mentally.

2. *Promotion Classes* for children who are backward on account of some remediable cause, but are not mentally-defective.

3. *English Classes* for children or adults of recently-immigrated non-English speaking families who need special instruction in English for a short time.

4. *Disciplinary Classes and Parental Schools* for those children whose conduct, home conditions, or environment render instruction in such classes necessary.

5. *Open Air Schools and Classes* for delicate, anaemic or under-nourished children, held in forests, parks, or fields, or in class-rooms one side of which at least is open to the sun and outer air.

6. *Hospital Classes* for patients in children's hospitals or wards or homes for incurable children.

7. *Sanatorium Classes* for tuberculous children or children in sanatoria.

8. *Ambulance Classes* for disabled children.

9. *Speech Classes* for children who suffer much from stammering, stuttering and other marked speech defects.

10. *Sight-Saving Classes* for children whose sight prevents them from making satisfactory progress even when they are provided with proper glasses and placed in the front seat, or whose sight would be further impaired by using the ordinary text-books and other means of instruction.

11. *Lip-Reading Classes* for children whose hearing is so poor that even when placed in a front seat they cannot hear enough to make satisfactory progress, or who may require to learn lip-reading on account of the danger that they may become absolutely deaf.

12. *Institution Classes*, that is, Public or Separate School classes for inmates of Children's Homes, Children's Shelters, and Orphanages. There are many children in such Institutions who would otherwise be eligible for admission to one or other of the above-mentioned Auxiliary Classes.

13. *Special Classes* for children suffering from Epilepsy.

14. *Training Classes* for children who are mentally-defective, but who can be educated or trained, and whose mental age is not less than the legal school age.

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\*It is singular that we recognize all the bodily defects that unfit a man for military service, and all the intellectual ones that limit his range of thought, but always talk at him as if all his moral powers were perfect. (Oliver Wendell Holmes.)

**2.** Unless otherwise directed by the Minister on the Report of the Inspector of Auxiliary Classes, or unless otherwise provided in the Auxiliary Classes Act or in the following Regulations, Auxiliary Classes and schools shall be subject to the Regulations of the Public and Separate Schools of Ontario, but in regard to the Organization of the Courses of Study, the Syllabus may be modified as provided for in Regulation 15.

### Sites and Buildings

**3.** (1) All new Auxiliary school sites and all additions to the old ones and all plans of new Auxiliary Schools or of additions to the old ones, shall be subject to the approval of the Minister on the report of the Inspector of Auxiliary Classes, and a copy of such approved plans shall be filed in the Department of Education before the erection of the building is proceeded with. Plans to be approved.

(2) Suitable and adequate equipment shall be provided for each Auxiliary Class according to the special needs of the pupils and as directed by the Minister from time to time on the report of the Inspector of Auxiliary Classes.

**4.** Every teacher of an Auxiliary Class shall have taught not less than three years in an Ontario Public or Separate School, and in addition shall hold an Auxiliary Class Teacher's Certificate. Auxiliary Class Teacher's Certificate.

**5.** A temporary Auxiliary Class Teacher's Certificate may be granted for a period of not more than one year by the Minister of Education on the report of the Inspector of Auxiliary Classes. Teacher's Certificate (Temporary).

**6.** (1) The number of pupils on the roll of an Auxiliary Class shall not exceed 32, except in the case of Open Air Classes, where such number shall not exceed 40. Number of Pupils on Roll.

(2) The number of pupils on the roll of Hospital Classes, Ambulance Classes, Special Classes and Training Classes shall not exceed 16.

**7.** In Institution Classes not more than two grades may be taught in any one class and the Time Table shall be subject to the approval of the Inspector of Auxiliary Classes. Institution Classes.

**8.** In Hospital Classes, Sanatorium Classes, Ambulance Classes, Special Classes and Training Classes, individual instruction shall be given by the teacher whenever required. These classes shall assemble not later than 9.30 a.m., and may be dismissed fifteen minutes before the hour of dismissal of the regular Public or Separate School classes, but in no case shall they be held for less than four hours a day, except with the approval of the Inspector of Auxiliary Classes. Hours of Attendance.

**9.** The Legislative grant for Auxiliary Classes will be apportioned annually, as follows, for the preceding School Year, on the report of the Inspector of Auxiliary Classes, to each Board that complies with the Regulations:

- (a) A fixed grant of \$100.00 for each Auxiliary Class.
- (b) Fifty per cent. of the excess of each Auxiliary Class Teacher's salary over the usual annual salary paid by the Board to the teachers of corresponding grades of the Public or Separate Schools. Maximum grant \$50.00.
- (c) Twenty per cent. of the value of the approved special equipment for the Auxiliary Class or Classes. Maximum grant \$100.00.
- (d) An annual grant of \$100.00 for approved vocational training in Gardening, Farming, Household Work, Industrial Work, given to not fewer than 16 pupils in any Auxiliary Class by a competent instructor.

**10.** If in any year the amount voted by the Legislature of Ontario for Auxiliary Classes is insufficient to pay the grants in full, the Minister may make a *pro rata* reduction.

No. 194.

1914.

## BILL

## An Act Respecting Auxiliary Classes

His Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

**1.** This Act may be cited as *The Auxiliary Classes Act*. Short title.

**2.** In this Act,

(a) "Regulations" shall mean regulations made by the Minister Interpretation "Regulations." of Education under the authority of this Act and *The Department of Education Act*.

(b) "Board" shall mean and include a board of education, board "Board." of public school trustees, and board of separate school trustees in a city.

**3.** A board may establish and conduct classes for children who, not being persons whose mental capacity is incapable of development beyond that of a child of normal mentality at eight years of age, are from any physical or mental cause, unable to take proper advantage of the ordinary public or separate schools courses. Classes which may be established.

**4.** (1) For the purposes of section 3 the board may, subject to the approval of the Minister of Education, Powers of Board.

(a) Acquire a site and erect thereon such buildings as may be suitable for the education and training of the pupils;

(b) Establish such courses of instruction and training as may be best adapted to secure the mental and physical development of the pupils;

(c) Appoint such teachers and special instructors in ordinary learning or in any useful and beneficial occupation as the board may think proper;

(d) Provide in connection with the classes in the same or a separate building a suitable residence and home for the pupils or such of them as in the judgment of the board, subject to the approval of the Inspector of Auxiliary Classes, can be more suitably provided for in such residence and engage such officers and servants as may be deemed proper for the over-sight and care of the pupils in the residence.

(2) With the approval of the Minister a site may be acquired and buildings erected thereon in an adjoining township, and for that purpose the board shall have and may exercise within such township the like powers as within the city for which the board is constituted. Acquiring site, etc., in adjoining municipality.

**5.** It shall be the duty of a board where a residence is established to provide for the due instruction of the pupils in religion by the clergy- men or ministers of the respective churches or religious denominations to which they belong, and for their attendance at religious worship. Duty of Board as to instruction and worship.

Pupils to be  
wards of the  
Board.

**6.** Where a board establishes a residence under this Act, every pupil admitted thereto shall be a ward of the board and shall be subject to the control and custody of the board during school age and for such further period, but not after reaching the age of twenty-one years, as the board, subject to the approval of the Inspector of Auxiliary Classes, may deem advisable.

Admission.

**7.** (1) Subject to the regulations pupils shall be admitted to auxiliary classes upon the report of a board consisting of the principal of the school, the school medical inspector and another school inspector or the chief or senior school inspector as the case may be, of which board the principal shall be the chairman approved by the Inspector of Auxiliary Classes.

Admission  
from other  
muni-  
cipali-  
ties.

(2) Pupils may be admitted to Auxiliary Classes from other municipalities upon such terms as may be permitted or prescribed by the regulations.

Fees.

(3) Such fee for instruction and for board and lodging shall be payable by the parents or guardians of the pupils, as may be fixed by the Board, with the approval of the Minister of Education.

Supervision  
of health,  
etc., of  
pupils.

**8.** Where a board has established auxiliary classes under this Act, it shall be its duty to provide for the proper supervision of the health and treatment of every pupil attending the classes and for proper medical treatment of every pupil who appears to the principal or inspector to require the same.

Visiting  
pupils in  
their homes.

**9.** The board may direct the school medical inspector or such other officer as the board may appoint, to visit pupils in their homes and to consult and advise with their parents as to their treatment and the conditions which will best enable the pupils to attain the greatest possible degree of intelligence and education.

Transpor-  
ta-  
tion of  
pupils.

**10.** Subject to the regulations, the board may provide for the transportation of pupils to and from the classes, and may pay for the same out of the funds provided under section 11.

Raising  
money for  
classes.

**11.** The moneys required by the board for the carrying out of the objects of this Act shall be raised and levied in the same manner as for the erection, establishment, improvement or maintenance of the public or separate schools under the control of the board.

Regulations.

**12.** (1) The Minister of Education may from time to time make regulations subject to the approval of the Lieutenant-Governor in Council for the administration and enforcement of this Act and for the establishment, organization, government, examination and inspection of auxiliary classes, the admission and dismission of pupils, the duration of their term of residence, and for prescribing the accommodation and equipment of school houses, residences and buildings and the arrangement of school premises for auxiliary classes.

(2) The regulations may provide for the appointment of a duly <sup>Inspector.</sup> qualified medical practitioner who may be an officer of any department of the government to be Inspector of Auxiliary Classes and may define the duties and powers of the Inspector.

**13.** Subject to the regulations the Minister shall annually apportion among auxiliary classes all sums of money appropriated as a special grant therefor.

**14.** *The Special Classes Act*, being chapter 272 of the Revised Statutes of Ontario, 1914, is repealed.

c. 272,  
repealed.

### EQUIPMENT

The equipment of Auxiliary Classes is always an important matter and at the request of Inspectors, Principals and Teachers in Toronto the following special notes were prepared in December, 1919, on this subject. Further information will be found in the Hand-book on Auxiliary Classes.

#### Promotion Classes

These classes being intended for pupils who are "backward on account of some remediable cause but not mentally defective," the only additional equipment required to be placed in a well-equipped ordinary class-room for a teacher and thirty-two pupils is as follows:

1. Additional blackboards placed so as to be easily used by the pupils as well as the teacher. An easel with a small blackboard.
2. Additional cupboards with suitable shelving.
3. Two large tables or four small tables with six or eight suitable chairs. Books, pictures and other educational material to arouse interest, to impart general information and help the children to take hold of school work. This equipment should be chosen specially by the teacher in charge according to the age and capacity of the pupils in the class. Cost, say, from \$15 to \$25.
4. Equipment and facilities for physical training.

#### Training Classes

These classes being intended for pupils "who are mentally defective but who can be educated or trained, and whose mental age is not less than the legal school age," should have some additional or different equipment to that required for a well-equipped ordinary class-room for a teacher and sixteen pupils, such as:

#### Seats

A separate seat and desk or table should be provided for each pupil, and these should be of different sizes so that each child may be comfortable. A desk and seat combined of similar type to the "Moulthorpe" desk has been found to be suitable.

#### Tables

Two large tables at which four pupils can sit, and four or six small tables of graduated sizes so that they can be "nested" (see Hand-book) with chairs of corresponding sizes.

**Blackboards.**

Additional blackboards easily accessible to the pupils. An easel with small blackboard.

**Cupboards.**

Two or three large cupboards with drawers and shelving.

**Screens.**

One or two screens.

**Industrial Materials**

Materials, utensils and tools for making baskets, rugs and brushes, mending boots and clothes, knitting, sewing, cleaning, cooking and other simple household and other occupations, should be gradually acquired by the teacher for the use of the class.

As it is of great importance that order, thrift and economy should be taught, there should be every facility for storing and properly caring for these and making the most of them.

**Loom**

A good sized loom on which rugs may be made of rags or other suitable material.

**Materials for General Use**

Books, pictures, and general educational material of a simple character for the training of the senses and imparting general information adapted to the intelligence of the pupils.

**Physical Training**

Simple equipment and facilities for physical training.

**Toilet Equipment and Household Equipment**

The most important equipment for the class-room is that which will enable the teacher to train the children how to make and keep themselves and their clothes clean, neat and attractive, and how to make themselves useful at home and in simple household and industrial pursuits. Thus a small adjoining room equipped with running water, hot and cold, and another small room which could be fitted up as a kitchenette, sewing-room and dining-room, etc., is very desirable.

Toilet and cloak-room equipment should be convenient and ample.

**Manual Training**

The training of the hand by simple manual work is most important. An equipment for this is also desirable.

**Notes**

1. It is not necessary that all the above-mentioned equipment should be ready at once. It can be gradually provided. If the Training Classes can be begun in a school equipped as a Domestic Science Centre and a Manual Training Centre, or having equivalent facilities, it is obvious that with the co-operation of the Principal and the teachers concerned a great deal can be accomplished without additional expense.

2. The sum of from \$200 to \$300 would probably be sufficient for equipment for the first year.

3. A great deal of the equipment might be made by the Senior Classes in any of the schools as part of their manual training work. Some can even be made by the Training Class pupils themselves, e.g., cutting out large letters in wood, etc.

### **Institution Classes**

See under Promotion Classes.

In addition, books, pictures and general educational material of a simple and interesting character similar to that which children in their own homes see and handle every day, should be provided, so that these children shall not become "institutionalized." For example, for the younger children, toys and other childish possessions of their own—and for the older children, daily newspapers and simple personal possessions which they can care for and learn the value of, might be provided, also any household and domestic possessions.

### **Hospital Classes, also Sanatorium Classes**

1. Movable and other blackboards.
2. Cupboards with suitable shelves and drawers.
3. Three or four "bed-tables," "book-rests," etc.
4. Books, pictures and other simple and interesting educational material.

For further information see the "Hand-book."

### **Auxiliary Class Teachers**

#### **Summer Course, 1915**

Bayly, Miss Frances, 219 Wright Ave.,  
Toronto.  
Blackwell, Miss Mary E., 644 Christie St.,  
Toronto.  
Browne, Miss Marie, 247 Beverley St.,  
Toronto.  
Campbell, Miss Constance, 82 Victoria  
St., Brantford.  
Danard, Miss Emma V., 548 12th St.,  
Owen Sound.  
Kerr, Mrs. M. H., 23 Marion St., Toronto.  
Lush, Miss Jane, 107 Gloucester St.,  
Toronto.

Milne, Miss Hannah, 208 Howland Ave.,  
Toronto.  
Moorhead, Miss Mary C., Almonte, Ont.  
Munro, Miss Donalda C., 424 Clinton St.,  
Toronto.  
Patton, Miss Rose, Ottawa, Ont.  
Ratcliffe, Miss Mabel, 115 Queen St.,  
St. Catharines.  
Rea, Miss Bessie, Almonte, Ont.  
Tamblyn, Mr. William.  
Taylor, Miss Mary H., East Templeton,  
Que.

### **Auxiliary Class Teachers**

#### **Summer Course, 1919**

Baillie, Miss Jessie, 25 Classic Ave.,  
Toronto.  
Baillie, Miss Mary, 25 Classic Ave.,  
Toronto.  
Barlow, Miss Isabel, 104 Hilton Ave.,  
Toronto.  
Bogart, Miss Edna B., 147 Borden St.,  
Toronto.  
Blackwell, Miss Clara, 383 Quebec Ave.,  
Toronto.  
Bulmer, Prin. James R., 78 Dorval Rd.,  
Toronto.  
Cameron, Miss Margaret D., 29 Dorval  
Rd., Toronto.

Cunningham, Miss Mary A., 94 Earl St.,  
Kingston.  
Chamberlin, Miss Florence A., 86 Pleasant  
Blvd., Toronto.  
Douglas, Miss Annie, Uxbridge, Ont.  
Hunter, Miss R. Louise, 61 St. George  
Mansions, Toronto.  
Hollinger, Miss Madge M., 7 Maitland  
Apts., Toronto.  
Kellaway, Miss Bessie, Lansdowne School,  
Toronto.  
Klower, Mrs., 367 Wellesley St., Toronto.  
Legge, Miss Ethel, 136 Arlington Ave.,  
Toronto.

Lanskail, Miss Helen J., 494 Euclid Ave.,  
Toronto.  
Lewis, Miss S. Ethel, Glashan School,  
Ottawa.  
McFayden, Mrs. Abbie Harvey, 49  
Brubacher St., Kitchener.  
Mason, Miss Annie, 272 Avenue Rd.,  
Toronto.  
Meston, Miss Margaret, 21 Delaware Ave.,  
Toronto.  
McKay, Miss Ethel M., 14 Callander St.,  
Toronto.  
Noble, Miss Sarah, 7 Maitland Apts.,  
Toronto.  
Pearse, Miss Caroline L., 71 Dewson St.,  
Toronto.  
Pearse, Miss Jane, 71 Dewson St.,  
Toronto.

Potts, Miss Florence, 6040 Ellis Ave.,  
Chicago, Ill.  
Pratt, Miss Lillie, 402 Dupont St.,  
Toronto.  
Pringle, Miss Annie L., 180 Cohen Ave.,  
Toronto.  
Russell, Miss Lulu, 233 Oulette Ave.,  
Windsor.  
Sheppard, Miss Helen A., 204 High Park  
Ave., Toronto.  
Smith, Miss Jean E., 38 Garnock Ave.,  
Toronto.  
Thompson, Mrs. Laura, 21 Prince Rupert  
Ave., Toronto.  
Weir, Miss Gertrude C., 170 Geoffrey St.,  
Toronto.

Any correction of the above addresses will be esteemed as a favour by the Inspector  
of Auxiliary Classes, Parliament Buildings, Toronto.

HELEN MACMURCHY.















